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The A.T.A. Magazine



OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.

Magnum Opus



The Alberta School Trustees' Magazine

Dr. H. E. Lasserre,
University of Alta.

OFFICIAL ORGAN OF THE
ALBERTA SCHOOL TRUSTEES' ASSOCIATION

FEBRUARY, 1932

THE ROAD TO RUIN

"ME first and the rest afterward" That, as
readable history now shows, is the road to ruin, the
road that led to the Great War. To escape from
that road, the first step is International Co-operation.

—Herbert Hoover



The A. T. A. Magazine



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No. 6

RURAL PROBLEMS OF ALBERTA IN THE LIGHT OF THE ENGLISH ADULT SCHOOL MOVEMENT

by John Liebe, Ph. D., University School of Education

The pioneer life of Western Canada offers the pleasant prospect of opening up new, uncultivated districts of land and of cultural life. It has moulded the characters of many active enthusiasts. But it also takes its toll: thousands of men and women in the lonely prairies exhausted their inner resources in trying to make a monotonous life in the wilderness worth living, and ended in discouragement, stupidity, or even insanity. One only needs to spend a winter in a lumber-camp of Alberta and watch the faces of the men who, after a day's work, mechanically settle down over their cards in a cloud of smoke. This behaviour would not be so shockingly regular if it was not a device to overcome inner shallowness. If one gets a glimpse of the life-story of these men there is mostly a tragedy hidden behind a hardened appearance. It is mostly the lack of background in their lives, the lack of connection with the rest of the world that started their tragedies. Or take a look at those shy figures who enter a city cafe after harvest is over, in order to be among people once a year. They walk about awkwardly looking at their own appearance which has become unsocial. Again one may observe how often it happens that a hard working immigrant has succeeded in bringing his wife from over the ocean; and being at the pitch of expectation when she arrives at the lonely farm, she is so shocked by the lack of social life that after a few weeks she runs away.

On the other hand many a lonely farmer tries to foster a good spirit among the people in his neighbourhood and finds himself mixed-up in paltry quarrels.

A similar isolation and lack of social life can be traced among working men of England at the beginning of the 19th century. They did not live on the prairies, but in towns, but long working hours and terrible poverty kept them apart from their fellows. It was among these isolated outcasts of English society that the English Adult School Movement started. If one reads through the hundreds of societies and clubs, schools and institutions that are enumerated in the latest "Handbook and Directory of Adult Education" in England, one stops at the "National Adult School Union", established 1798. The pioneers of that movement believed that where two or three are gathered to educate themselves there is a school, just as where two or three unite in worship there is God's house. Over a century this movement has kept such spiritual schools in operation. It has grown out of a club of Christian

working-men through the political labor movement towards a strong rural and semi-rural movement that has over 47,000 active members. (Figures for 1926). The formulation of their aims shows distinctly the background of the 19th century. They may be expressed briefly as follows:

To make and develop men and women; to teach them the art of life.

To study the Bible freely, reverently, without prejudice.

To establish an unsectarian basis for Christian efforts and unity.

To bring together in helpful comradeship the different classes of society.

To teach the responsibility of citizenship.

To encourage whatever makes for International Brotherhood.

To advance as far as possible the equality of opportunity.

This short summary shows that originally the movement was an effort to find a centre of inner life in spite of the pressure of unfortunate circumstances. It was not a mere political movement like the British Labor Movement designed to work out a tool that would eventually alter the whole social structure: it was a first aid, a help that could be applied immediately. This is its strong point. On account of this facility to set to work immediately, it has become the nucleus of the English movement of adult education.

Secondary education was out of the reach of all members of the Adult School Movement. From this angle it appears to be a substitute for secondary education for the working man. One might say that it is almost a law in the history of education that the facilities for education are plentiful where there is wealth and leisure, and that they decrease in proportion to the degree of poverty. The reason is that, in the present social structure at least, instead of being operated entirely as a public enterprise, education was financed and still is financed, to a large extent, by direct taxation; in consequence education is always sparse where it is needed most—the present system finds it exceedingly difficult to finance education where the need is strongest. This situation needs adjustment.

The province of Alberta was organized but yesterday. The educational authorities of Alberta have endeavoured to work out a scheme that enables every citizen to secure a secondary education. There are not social prejudices such as made

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great difficulties in the early days of the Adult School Movement in England. The difficulties are due mainly to the enormous distances between schools, and to the system of financing education. A vivid picture of the good-will of authorities and the nature of difficulties can be gained from the recent publication (1930) of the Minister of Education, "Rural High Schools in Alberta." There are two lines of attack to a problem that exists in rural life in Alberta. The authorities are bound to start at the point of least resistance. They will succeed where the economic circumstances are most favorable and where the social life of the country is developed best. The other line of attack is to start where the need is strongest. And here the example of the English Adult School Movement should be of great value to the province.

If one mingles with the voluntary and half paid workers of the English Adult School Movement one is surprised to find how much of the early spirit of the movement is still existing among them: they do not believe in picking out a man and paying him for work in the movement; all have spent their entire spare-time for years before they took a permanent place in the movement. Most of them have the gift to kindle enthusiasm in the hearts of men and women for a cultured life, without leading them into intellectualism. They believe that the attitude of most stupid men and women merely arises from daily pressure of a life of drudgery, and they know how to awaken what is dormant in people who have given up in the inner struggle against need and poverty. Many of them rise above the atmosphere of resignation

that this movement strives to overcome.

The English Adult School Movement should be studied in Alberta carefully. The history of this is full of hints on how to attack the problems of rural isolation in Alberta. One important feature is the variety of the activities of the organization. There is no definite pattern, since the aims are wide and many are the paths leading up to it: e.g.

- Study groups and classes.
- Week-end lecture groups.
- Dramatic groups and classes.
- Handicraft classes.
- Music classes.
- Choirs, Bands.
- Summer-schools on international subjects (a week or so).
- Summer-Schools for young people.
- Organization of libraries and book-clubs.

Recently, the movement has widened its scope. Several foreign adult schools have affiliated and an international correspondence bureau established. The best information can be obtained from the "World Association for Adult Education", 16 Russell Square, London W.C.I. It should not be difficult to establish regular relations with a Canadian Province. Such a relation could set in motion social work in the most isolated districts of Alberta and attack the problem of secondary education from below—so to speak. Where social life and economic conditions are poorest the school authorities have to depend more or less on some cultural activity that paves the way for the organization of rural high-schools. And the English Adult School Movement is a good pattern for such an activity.

A PROVINCIAL MUSEUM FOR ALBERTA

M. J. Hilton, Acting Principal Edmonton
Technical High School

At a time when everybody is talking depression and our Provincial Government is being almost dragged into a policy of retrenchment, it might seem a hopeless task to plead for the serious consideration of the establishment of a "Provincial Museum".

The writer of this article, however, is of the opinion that if the present position be carefully considered a good case may be made for the immediate adoption of a scheme, whereby certain existing collections of historic, scientific and industrial interest might be so conserved as to form the nucleus of a future larger and unified collection worthy of the name of "The Provincial Museum of Alberta".

In calling attention to such a possibility, the writer wishes, at the outset, to make perfectly clear, that it is in no wise his intention to berate past governments of the province or embarrass the present one. It is rather his intention to suggest that the present government might, with little expense, take steps to save the existing collections and outline some scheme by which isolated units may be brought under some centralized authority so that, within a few years, they may be developed into a museum worthy of the name.

Let us consider one or two of these collections which are, at present, the property of the Provincial Government. First, there is the collection of stuffed birds and animals now housed in the cupola of the dome of the Parliament Buildings. As far as the writer knows this collection was mainly due to the enthusiasm of the late Mr. Benjamin Lawton. It was collected with the discrimination and care of the true lover of animal life during Mr. Lawton's tenure of office as Provincial Game Guardian. I suppose that the question of its preservation and future disposition will rest with the Provincial Department of Agriculture. The collection contains many valuable and somewhat rare specimens of the varied fauna of the province and the North West Territories of the Dominion. Its presence is of great usefulness to the teachers and students of Alberta. Unfortunately, it is not suitably housed nor is its existence so widely known as it might be. Surely some steps could be taken by the Government to make this collection better known and also to secure, from time to time, additions which will make it of still greater value. Some day, no doubt we will realize the great debt the people of this province owe to the steadfastness of purpose and loving care which Mr. Lawton expended upon this collection. Surely it is not asking too much, while Mr. Lawton's memory is still fresh with us, to place this splendid record of his services to the people of Alberta beyond all possibility of its being lost.

Second, at the University of Alberta there is to be found the collection of fossils, mainly from the Bad Lands of the Red River. Here several very valuable and remarkable specimens of the prehistoric fauna of the province are to be seen. The

collection owes its existence to the energy and enthusiasm of Dr. John A. Allan, Professor of Geology of the University of Alberta.

Some few years ago Dr. Allan set about the collection of this most interesting exhibit. He was constrained to do this in order to save for the province some of the specimens which were being exported to the United States and Europe, as well as to Ottawa and Toronto. Due to his foresight at that time the people of this province now possess some of the most valuable fossil specimens of their kind. Unfortunately the work of preparing many of these specimens for public display had to be stopped before they were anything like complete because of the lack of finances. Many of the specimens collected by Dr. Allan's expeditions have never been removed from their original packings, and others are only partially prepared for display. Much money, and what is more to the point, much of the enthusiasm of such men as Dr. Allan and his corps of assistants is invested in these stored specimens. Is it not time that we began to look forward to find some scheme through which these men may bring their efforts to fruition, that they may be encouraged to further efforts for the ultimate benefit of future generations of Albertans?

Thirdly, there is the question of the restoration of Fort Edmonton. Many of the people now resident in Edmonton and other parts of the province can remember the old whitewashed log buildings of Fort Edmonton, which was unfortunately dismantled and removed in order to prepare the present park around the Parliament Buildings. There is little doubt that the restoration of this historic building would be a popular effort with most people in the province. It is a duty which the present generation owes to posterity. To-day there are still living among us a goodly sprinkling of the "Old Timers" who knew this building well and whose knowledge would be invaluable should such a restoration be made. But time presses—each year sees the number of these old timers steadily lessening. May we not reasonably expect some official action to secure such details which only these pioneers can furnish.

In addition to these three major parts there are, without doubt, many other collections of materials both public and private which might be acquired at little and often at no expense if there were set up some form of centralized authority for the acquisition and care of these things. The writer would venture to suggest a sufficient number of public spirited ladies and gentlemen who would be glad to act without remuneration on some form of "Trustee Board" or such similar body if only the Provincial Government could be prevailed upon to set up machinery which would enable them to function in an intelligent and effective manner. At the present time it does not seem at all necessary to plunge into building programmes or to consider the expenditure of considerable sums of money. All that needs to be done now is to intelligently preserve what we have and prepare some scheme by which, in the near future, it may be made more effective. For after all, to quote Sir William Fowler, an eminent authority on museums—"The value of a museum is to be tested by the treatment of its contents."

(The Civil Service Bulletin)

EDUCATIONAL RESEARCH DEPARTMENT

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This Department exists to inform the teachers as to what is being done in Alberta and elsewhere in the field of Educational Research.

Any member of the Research Committee will be pleased to receive material for this column or to get in touch with any person interested in carrying out any endeavor in this field.

The courtesy of A. E. Rosborough is acknowledged in editing this Department for the months of January, February and March.

PRAISE AND REPROOF

Dr. H. E. Smith, University of Alberta

Is your best work done under the stimulus of praise or reproof? Miss Hurlock, reporting a recent experiment on school children, writes that, contrary to the usual belief, single applications of reproof and of praise have equal value as incentives to work. But do they remain equally valuable as a steady diet? That was the question Miss Hurlock attempted to answer.

She took 108 children from Grades IV and VI, 48 boys and 60 girls. On the first day all were given an addition test consisting of thirty problems of equal difficulty, each being made up of six three-place numbers. On the basis of the results obtained the children were divided into four groups of equal ability. The groups were thereafter known as the Praised Group, the Reproved Group, the Ignored Group, and the Control Group. For the next four days the first three groups practised in a room together. The Control Group worked in a separate room. The work periods each day were of fifteen minutes duration.

On the second day the members of the Praised Group were called to the front of the room and asked to face the class. They were then praised for the excellence of their work on the preceding day, as shown in their general superiority over the other members of the class. They were encouraged to do better still, to try to avoid any careless mistakes, and to add as many problems as the time permitted. Following this, the members of the Reproved Group were called out and were severely reproofed for poor work, careless mistakes, and general inferiority to the other members of the class. The members of the Ignored Group heard the praise and reproof given to the other two groups, but they themselves received no recognition whatsoever. All were then set to work at addition for fifteen minutes. In another room the Control Group merely did the test. This procedure was continued through four days.

Which group would make the greatest gain? The results follow. On the first day, of course the scores for all groups were the same, viz., 11.8 sums added correctly. For the succeeding days the scores were:

	2nd	3rd	4th	5th
Control	12.3	11.7	10.5	11.4
Praised	16.6	18.9	18.8	20.0
Reproved	16.6	14.3	13.3	14.1
Ignored	14.2	13.3	12.9	12.4

By the end of the fifth day the Praised Group had made a very great gain. It was now averag-

ing 20 problems done correctly. Far below was the Reproved Group doing only 14.1 problems correctly. The Ignored Group made scarcely any gain at all, and the Control Group had actually fallen off in accuracy.

If these results mean anything they mean that children must have a motive for their work. Of the motives here studied praise is by all means the most effective. The Control Group was doing merely a tiresome mechanical task. The motive of the Ignored Group fluctuated no doubt between fear of reproof and desire for praise. The Reproved Group responded well at first but the effects of reproof soon wore off.

The results further suggest for the consideration of parents and teachers alike Pope's well-known couplet:

"The love of praise, howe'er concealed by art,
 Still reigns and glows in every human heart."

TWINS

Dr. H. E. Smith, University of Alberta

Twins of any kind are always interesting. Identical twins are to most persons, objects of curiosity and wonder. It is as if they were two persons with the same body and the same mind—as nearly identical as inheritance can make them. Indeed they are probably the products of a single egg-cell which has for some reason divided at a time when normally it should have remained intact.

Identical twins usually continue very similar throughout life. This would be small matter of wonder if they were in all cases brought up in the same environment. But even where separation has taken place at a very early age they still grow up displaying a high degree of similarity. Does this mean that after all they and all of us are largely the products of our inheritance?

Very interesting is the story that comes from the prison records of Germany. Johannes Lange found in the prisons there, or in prison records, thirty persons each of whom was a member of a pair of twins, the two members being in each case of the same sex. He traced and examined the other twin of each pair. It turned out that thirteen of the pairs were single-egg or identical twins, while the other seventeen were two-egg or non-identical twins.

Of the thirteen identical twins one of which was known in each case to be a criminal, the other also had a criminal record in ten of the cases. And not only this, but the twins even in their criminal careers conducted themselves as duplicate personalities might be expected to do. That is, if one was a burglar, so was the other.

In one pair, one twin was a high-powered financial swindler collecting large sums from dupes, and so was the other. There was another pair both of whom had committed puerile offenses against property laws. Another pair were gutter-snipes—good fellows at heart but they could not stand alcohol. Another pair were characterized as having too little sense and will power. And still another pair were said to be lacking in all human feeling except for their own unpleasant selves.

Thus it goes on, Lange says, throughout the depressing list. "In all pairs the type of crime is identical. The criminal careers begin at about the same age, and the behavior of both members in court and in prison corresponds absolutely."

But in the two-egg twins the situation was different. Of the seventeen pairs of this kind, in only three cases did both members have criminal records. In the other fourteen, the fates of the two were quite diverse. There was no such detailed parallelism here as was found in the case of the one-egg twins.

In these two-egg twins the environment of the two was as similar as it was in the case of the one-egg twins. But this similarity of environment did not result in identity of fate nor in detailed parallelism of careers. The one-egg twins, on the contrary, were almost as much alike in their behavior, their mentality, and their careers, as they were in their physical features.

NOTES ABOUT NEW NELSON PUBLICATIONS

Nelsons are expanding their Canadian list somewhat this January and are doing two popularly written books on history. The first is one from William Smith, of Ottawa, and is entitled "Political Leaders of Upper Canada". Mr. Smith's sketches include studies of the activities and achievements of Governor Simcoe, Egerton Ryerson, Sir Francis Bond Head and William Lyon Mackenzie. The material is the result of a considerable amount of research and any conclusions which he draws of the results of the bitter battles waged in Canada in the closing years of the 18th century and the first of the 19th, are given in the light of present-day growth. This book has a series of very finely produced half tones.

The other book drawn from history, comes from Dr. Doughty, Dominion Archivist, and is to be called, "Quebec of Yester-Year". It is to have a series of very beautiful four-colour illustrations and, also, an interesting group of black and white drawings. Dr. Doughty's book includes interesting history about the early families of Quebec and along with it some amusing anecdotes about the early days in Canada's oldest city and a number of descriptions recorded by travellers of the time. One particularly interesting description in the book is that of an auction sale at which mirrors figured largely. The first time that fireworks were used in Quebec and, possibly in Canada, is described in full detail by a visitor to the city at that time. Dr. Doughty's book is altogether delightful both in easy grace of narrative and in its illustrations.

A book which will find favour with young readers is called "Weather and Wings". As the title would suggest, it is a book of nature stories. The sketches deal with a variety of nature subjects, some of them are on the clouds, some on flowers, some on trees, some on insects and some on the small animals of the woods. Mr. Winson who is a naturalist of great fame in the Canadian West and a constant contributor to the *Vancouver Province*, has a very fine literary style which is entirely compatible with his clarity of expression. The book will have 33 illustrations done by an artist of British Columbia, Irene Sproat.

It is more than likely that Miss Louise Rorke's very popular book, "Lefty" will be issued in French in the very near future.

* * *

Teaching English to Junior Pupils

The Foundations of English; three volumes by Dr. Richard Wilson.

Educationists are resolved, and rightly so, that the junior child, that is the pupil just beyond the primary grade, should not be hampered with cumbersome grammatical names. The necessity for teaching children to speak correctly, however, and eventually to show discrimination in word selection, is a primary essential.

These books of Dr. Wilson's have been planned to meet the needs of the junior class and the junior class teacher. The first book is composed almost entirely of sentence stories drawn from illustrations in the book. The first full page illustration, done in color, is the basis for a "safety first" story. The story itself is told in five simple sentences. The exercise which follows begins with "make five 'I see' sentences like this 'I see the children going to school'." Word value and observation are emphasized, and so it is throughout the book; no abstract parts of speech are taught but, rather, the use of words in relation to one another.

By the time the pupil is ready to use Book II he needs to know the names of certain parts of speech. The noun, as a noun, occupies his attention, not as a defined part of speech, but as an implement of speech. So with the pronoun and the verb, but these are merely incidental to the actual training by exercises, and illustration, of the scope of words, in explaining and describing conclusions and incidents.

Dr. Wilson's books have vitality; nothing abstract or remote from child interest is allowed to give them the stern appearance of text books. One might logically define them as work books having the qualities of systematically planned, progressive lessons.



"THE FRIENDLY STORE"

The World Outside

Current Events' Committee

MISS ANNIE CAMPBELL

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MANCHURIA

The eyes of the world today are fixed on Manchuria. Every day the front pages of the newspapers are scanned for news relating to this field of dramatic action. For the last three and a half decades that land has been making history. Railways are harbingers of change; great railways of great change. The Russian-built railways penetrating across Asia to the Pacific-Trans-Siberian Chinese Eastern and the South Manchurian: by these the drama of the West is re-enacted in the East. With the railway comes the trek of hungry people from arid plains or congested quarters to the great fertile areas of the land of the Manchus. The relentless iron horse reckons not of ancient ways or sacred places. Customs laden with the weight of centuries are marked for colossal change. Away back in pre-railway days Manchurian princes objected to the mining of the tempting layers of Manchuria's coal, lest their ancestors rest be disturbed. The roar of the tireless engine drowns the voice of ancestors. What is the past to him! The future alone is his concern.

In Manchuria the East meets the West. The western machine is pushing its way. Railway building has gone ahead by leaps and bounds during recent years, at the rate, it is estimated, of 500 miles per year. Hungry hordes from China see in its rich valleys, navigable streams and wealth of timber, a land of desire, bright with promise. On foot, on freight cars, from the plains of Mongolia, on Japanese vessels from the ports of Tiensin and Tsingatas to Dairen they come till the thousands grow into millions. The patient labor of the Chinese peasant has changed the face of the land. The fact that the agricultural products of Manchuria in 1929 were reckoned to reach the sum of \$500,000,000 tells its own tale. Of this the Soy Bean is the leading item. Towns and cities have sprung up along the railway line. Harbin, now a railway centre, has reached the proportions of a great city, Russian in character, and Russian the language of trade, but under Chinese law and administration. The Japanese present military march across the stretches of Manchuria opens another chapter in its history which the future will record. Harbin is a cosmopolitan city where the white man keeps pace in numbers with the yellow. The Japanese have not settled on the land. They are the industrialists of the Orient. It is the enterprise of the Japanese that has developed the great Soy Bean industry. From their chemical laboratories many new uses for this product have been developed, widening its markets immensely. From the bean cake they obtain the needed fertilizer for the worn-out rice fields of their homeland. Into the Japanese-leased territory and along their 686 miles of railway zone they have brought a hive of industry—iron works, chemical works, soap factories, brick yards, bean-oil mills, flour mills and distilleries amounting to 300 or more manufacturing plants or industries.

Japan has imbibed the spirit of the west—its enterprise, its efficiency, its methods of organization and administration and its militaristic aggressiveness. The strength of the Chinese lies in their patient industry. They farm the land and man the mines. They are the primary producers. They too in the main are the merchants who retail the goods. They have colonized the land and it is they who comprise perhaps more than 80 per cent of its near 288,000,000 people.

The present trouble has its roots in the past. In the military conflict 1894-5 between these two Oriental nations over the possession of Korea, the fortunes of war favored the island kingdom. Thus the Japanese secured a foothold on the continent. Still their increasing millions need further expansion of territory. "Our national defence compels us to maintain in Manchuria a strategic position," asserts a Japanese statesman.

Russia, China's colossal neighbor, pressing eastward in 1896 with her Trans-Siberian railway seeking an ice-free port on the Pacific gets concessions from China to build a railway direct across Manchuria eastward, and southward two years later to Port Arthur and Dairen. Thus, three powers with rival interests, face each other on the Yellow Sea. Russia growing eastward, Japan westward, meet in mortal combat in 1904-5. Result, again a Japanese victory transferring to Japan the railway between Chanchow and Port Arthur, (subject to China's consent), with its branches and coal mines. In 1906 was established by Imperial decree the South Manchurian Railway Co., since grown an organization of might and power with immense assets, conducting important and extensive enterprises including experimental and research activities. In 1909 China yielded Japan joint control over the mines along the Antung and South Manchurian railways. In 1911 the Manchu rule was ended but with little disturbance in the province of Manchuria. Three more brief years brought the Great War, shaking the East as well as the West, and China awoke to the threat which the policies of Japan made to her control in Manchuria. The 21 demands of the Okuma Government, at first refused by China before long were signed, with slight modification, under pressure of an ultimatum from Tokio.

The Chinese delegation to the Peace Treaty in Paris 1919 presented the viewpoint of their government, protesting against confirmation of the *status quo* in China, and advocated the cancellation of the treaty imposed on them. Japanese delegates pointed out the danger of such a precedent. In 1915 the U.S.A. government sent Notes of Protest to Tokio. And the matter coming up for discussion again at the Washington Conference, China urged cancellation. A sympathetic attitude of the powers towards China was expressed and the Nine-Power Treaty resulted by which the contracting parties agreed to "Use their

influence for the purpose of effectually establishing and maintaining the principle of equal opportunity for the commerce and industry of all nations through out the territory of China." The recent Notes from Washington to Japan is couched in much the same terms as that delivered by Uncle Sam in 1915 and it further insists on adherence by Japan to the Nine-Power Washington Treaty. On the other hand today the Japanese bitterly resent the non-fulfilment of the 1915 treaties. They resent the policy of the boycott exercised by the Chinese and loudly complain of the lack of governmental control, and of the many bandit hordes that trouble Manchuria. At present, report tells of an independent Manchuria under Japanese influence. The League committee to investigate the situation will not reach the disturbed areas until February. The means employed to reach a settlement up to date seem much more like the mailed fist than the peaceful means of the Kellogg Pact.

THE WHITE MAN'S BURDEN

The International Labor office at Geneva makes estimate of the unemployed in the larger nations of the western world. U.S.A. heads the list with 6,000,000. Second in rank is Germany, numbering 5,350,000; then Great Britain with 2,650,000. France with a scale swiftly ascending, numbers now 1,500,000. Italy 800,000—and Russia nil. These with dependents estimated to reach a grand total of 100,000,000 persons, form a heavy burden—a burden of idle hands and hungry mouths wrought by the glut and clot of the avenues of trade, barring the distribution of surplus goods. This is the white man's burden today.

* * * *

These days of swift transport bring peoples and places into contact continually, and add pages to our geography lore. Whereas children of yesterday and today have been satisfied with an intimate acquaintance with the banana, the orange and the pineapple—those of tomorrow will insist on a frigidaire stored with new families of fruits from torrid climes. The papaya, hailing from the Philippines, Central America and Brazil, and from Hawaii, the mango, and the avocado. The cherimaya, said to have a flavor resembling the blending of the banana and the pineapple, the grummechawa resembling somewhat a cherry and many another. Fruits with long unfamiliar names have set out making emigrations from the sunbaked lands which gave them birth to tempt the palate of the people of the temperate climes—and to add pages to the geography readers.

* * * *

At the time of writing preparations are under way for the disarmament conference. Five commissions are to be constituted to carry on the work of the disarmament conference. These will deal respectively with land, naval and air armaments, budgets and political questions.

Opening with naval armaments, statesmen will announce policies. Behind scenes political preparation will go on. All agree that without proper political preparation, failure is the doom of the conference. General discussion, it is forecast, will last a month—then adjournment until the committees have attacked their especial tasks which will not be completed until after Easter. It is

thought that the reassembling will be deferred until after the French and the German elections, which will occur in the spring.

An effective and permanent disarmament commission, on the model of the League of Nations Mandates Commission, is planned. Erwin D. Canham in the *Christian Science Monitor* says: "A permanent body, sitting at Geneva will keep its telescope trained on armaments the world over. War weapons will therefore be under continuing international supervision. Complaints of non-fulfilment of disarmament agreement will be immediately referred to this commission." A movement for the internationalizing of air forces is due.

DEBTS' CANCELLATION

"When as school boys we used to study Roman history, we read of an invention of ancient wisdom which made on our immature imaginations a deep impression. More than once after a threat of revolution, the Plebs were strong enough to bring about a general and retrospective cancelling of the interest on their debts, and the wax tablets on which they were recorded were joyfully melted down.

The Greeks lit on a similar expedient, and even the Jews had their periodic year of jubilee, when debt-slaves were liberated amid the blaze of trumpets. That ancient world knew something about the terrifying power of usury which we tend to forget. One peers into the coming year with the question, "Shall we see what the Romans called 'new tablets' and hear the trumpets of the jubilee?"

—H. N. Brailafor in "The New Leader."

THE COMMITTEE OF INTELLECTUAL CO-OPERATION

The following is from the pen of Prof. Gilbert Murray, and is introductory to an article by him reprinted in *Interdependence*, and entitled "This Inward Bond."

"Ideas, like diseases, pay no attention to political frontiers, and, unlike diseases, fly easily across oceans and continents. In much of the business of the League of Nations Canadians must often feel that they are too far off to give much practical help, but for the work of Intellectual Co-operation we want only what you can effectively give—your interest—your thoughts—your feelings.

The great new fact which this generation has to face is the Interdependence of Nations. The world is becoming more and more One Great Society, though it is still governed by some sixty separate National Governments, all much inclined to shout, 'Me first and the rest nowhere!' That, as sensible thinkers now know, is the road to ruin, the road that led to the Great War. To escape from that road the first step is Intellectual Co-operation."

In the article referred to above which appeared first in the *London Times*, the writer gives a sketch of what the C.I.C. has been able to do during the ten years of its existence. Its high endeavor is to form among the nations of the world, "This Inward Bond." Neither time nor space will permit telling at any length what the writer reports in this interesting article, of the ways and means by

which they hope to achieve this high purpose. I will make but a brief reference to two or three roads they are pursuing.

Probably many of the readers of this magazine are familiar with the work of this committee of the League, and with the names of the renowned men and women who form its personnel—Bergson, Einstein, Mme. Curie, Lorenz Painleve and others of international fame. At first the C.I.C. was without funds or staff. In 1923 the French government provided a building in which to meet, a staff and an income to pay the staff. The first efforts were "to reconcile and rejoin the various learned bodies," whom the warring world had split into two hostile fragments, and to "help, where possible, various unfortunate savants in Eastern Europe whom the war had reduced to great need."

The C.I.C. is instituting "Co-operation of various kinds between universities throughout Europe; between libraries, museums, learned institutions and student organizations." A "sub-committee of experts" has been working on the problem of League Education—"How to instruct the young people of the world in the work and aims of the League of Nations and how to familiarize them with the idea that international co-operation and mutual help form the normal method of managing world affairs. And at the present time definite instruction in some degree is being given by definite government order, in the State schools of every member of the League. A special office has been constituted with one branch in Geneva and one in Paris, for carrying on and superintending this immensely important work and bringing the less advanced nations up to the standard of France, England and Germany.

Prof. Murray points out one of the striking characteristics of the post-war world—national institutions for the study of international affairs. These are trying to help forge "That Inward Bond". These institutions "aim at genuine research."

In these the writer says "the C.I.C. saw an opportunity. Could they not provoke and facilitate conferences at which these various national institutes might pool their ideas, discuss their different points of view, and eventually perhaps make common researches into problems of world interest. The plan was studied and put into action. The conferences have been held and have proved so successful that they now form a regular part of the year's program of the various institutes and involve the common study of particular problems. The institutes have also agreed to form a joint committee to work regularly with the C.I.C. in matters relating to education."

The Chinese Government has applied to the Committee of Intellectual Co-operation for two purposes. "It needs three professors at the university of Nanking to teach English, Literature, Geology and Geography respectively. They should be of different nationalities but all able to speak English. We have sent them an Englishman, a Swiss and a German, all carefully selected."

The second request: "The new Chinese Government wants expert advice about the inauguration of some practical system of national education.

We have persuaded four very eminent educationists to go out and consider the problem. Mr. Tawney, with his experience of the W.E.A.; Dr. Becker, the Prussian ex-Minister of Education; Prof. Langevin, the French savant and educationist; and M. Flaski who has had great experience and success in dealing with the problem of illiteracy in Poland. No man of courage and honor would refuse the enterprise; no man of judgment could fail at times to tremble at its magnitude."

Prof. Murray gives evidence of "That Inward Bond" taking form among the members of the C.I.C.; he writes: "It was interesting throughout the proceedings to see the strong community of purpose which animated a committee drawn from 17 nations and containing representatives of the most diverse religious and political views, from Fascist to Socialist, from Free-thinker to Catholic. On the last day a resolution expressing the conviction that the intellectual interests of civilization absolutely demand a general reduction of the armaments of the world was accepted by the whole committee without a word of comment, except one suggestion that the wording might be stronger. The different members would not have felt in this way had they not worked together on the C.I.C."

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Local News

BANFF

A Local Alliance is now organized at Banff with Mr. Charles Beeker President, Miss Trenna G. Hunter as Secretary-Treasurer and Miss Margaret Stanford as Press Representative.

CALGARY

At a meeting of the Calgary Public School Men's Local held recently the Executive for 1932 was elected, as follows: President, Mr. B. L. Cook; Vice-President, Mr. H. E. Panabaker; Secretary-Treasurer, Mr. D. Norton; and Messrs. C. E. Lepard, W. F. Irwin, G. E. Machon and E. S. MacGregor.

CARDSTON

The Local Alliance at Cardston was re-organized during the Fall Term and the following Executive is in charge of affairs for the current year: President, John W. Payne; Vice-President, Edgar W. Hinman; Past-President, Miss Kathrine Grow; Secretary-Treasurer, Heber G. Jensen. All teachers of the vicinity are invited to communicate with the Secretary-Treasurer.

COLEMAN

The Coleman Local Branch of the A.T.A. met on Tuesday, January 12th. It was decided that the teachers' Choir meetings be resumed. After the business period two very interesting papers were given, "Ghandi—Is He Sincere?" by Miss E. V. Haysom, and "The Dole," by Miss E. F. Dunlop.

HAIRY HILL

The teachers of the Hairy Hill district will be pleased to learn that a Local Alliance is functioning in that centre and all teachers interested are requested to get in touch with the Secretary, Mr. A. R. Morgan of Hairy Hill. Mr. N. Poohkay is President of the Local and Mr. L. G. Bray is Vice-President.

HOLDEN

The Holden Local Loyalists had a most interesting and beneficial lecture at their last meeting from none other than their Inspector Mr. A. L. Doucette. Without doubt it was the most successful meeting of the season. For one hour and a half each and every member sat spell-bound drinking in the steady flow of knowledge from their speaker. So exceptional was the performance that not even the old timers dared to nod a head or droop an eye lest they should miss some important point. Speakers like this make going to the A.T.A. meeting worth while.

On behalf of the club I would like to take this opportunity of once again thanking Mr. Doucette

and his wife for their kind visit and we hope they will call on us again soon.

The theme the Yarmouth youth used was, "To Make Geography More Interesting to Teach" and I think he must have taught it too, as the weak spots were surely hit on the head. This old plan of memorizing boundaries, cities, states, etc., in order to know Geography has danced off the stage. The new idea, says Mr. Doucette, combines man, plants, animals, land, water, oil, plus a little of the "messy massy" facts about capitals, etc. It was pointed out that Geography should be more concrete. The basic needs of man for instances are; food, clothing, shelter, fuel and tools. How man is to get these brings us to the title "Occupations." This consists of the 4 F's and the 3 M's, Farm, Forest, Fish, Fruit, and Mines, Manufacture and Markets. These various occupations depend upon the physical environment.

The Profile Drawing of a country was highly recommended and described clearly, the high and low — land and water areas. Incidentally Mr. Doucette applies that well known fact of appealing to the student through the eye and all the time a teacher is teaching he suggests that rough explanatory sketches be used with colors. When we see an expert do this as was our privilege the truth of this is driven home, for, after all, we are not much brighter than our classes. It was little trouble for even the dullest of us to follow the train of thought when it was made so colorful. The straight lecture method was called "The Mid Air Method" and is that not the trouble with so many of the so called experts?

Another point stressed was "Teaching a part by reference to the whole". An example of this is Alberta as part of North America which in return is part of the world. How clear and systematic this all is too. Can you imagine having trouble teaching the Geography of Alberta if its position on the globe, then North America is first clearly understood and referred back to, through an Alberta Rivers, Occupations or Climate Lesson?

Outline maps and Blackboard stencil maps were shown to be excellent aids. On these no mass of facts conflict the mind.

Our only regret was that our Vice-President Mr. McGee was unable to be with us, owing to sickness. We are glad to announce, however, that at this time he is back on the job. We will be looking for him at our next meeting as he is to be responsible for the "eats".

Miss Briggs and Miss McPherson served a most delicious repast after our last meeting, at the home of Mrs. Lake.

LETHBRIDGE

The regular meeting of the Lethbridge Local was held in Fleetwood School on the afternoon of Wednesday, January 13. After participating in the consumption of refreshments, kindly provided by the staff of the Fleetwood School, the meeting reached the more serious business of the afternoon.

The return of Miss Jean Jackson to our staff, after a somewhat lengthy leave of absence, was very welcome and we look forward eagerly to a resumption of her former activities in behalf of the A.T.A. and education. Miss Ethel Metcalfe, a

real newcomer, was also heartily welcomed. These two "items" are the consequences of the marriages of Miss Hilda Morris and Miss Helen McKillop who have been the recipients of many good wishes for their future happiness and prosperity.

A contributory co-operative scheme for hospital aid in time of sickness is being inaugurated, having been supported by the required number of signatures. Another change is the adoption of a twelve-payment system of handing us our pecuniary rewards. This should prevent us being so utterly "broke" during September.

Inspector O. Williams seems to have decided on the annual inspectorial campaign, and will be welcomed on his rounds in the near future.

MACLEOD

A Local has been organized in the Macleod district under the following Executive: President, James MacKay; Secretary-Treasurer, Miss Eva Lancaster. The Local is looking forward to a series of helpful and enjoyable meetings.

MINBURN

Another centre which is planning to take advantage of its teachers meeting together is Minburn which now has a Local Alliance under the direction of the following Executive: President, Lewis Evans; Vice-President, W. H. Huffman; Secretary-Treasurer, Miss M. Wilson.

SCHOOL OF EDUCATION

A very energetic and live Local is now functioning in the School of Education, University of Alberta and a one hundred per cent membership is looked for. Mr. Lloyd Garrison is President, Miss Mary A. Jackson, Vice-President, and Mr. M. J. Downey, Secretary-Treasurer.

VERMILION

The teachers of Vermilion met on January 11th, last under Chairmanship of Mr. J. Sweeney who, in a few well chosen words, outlined the aims and objects of a Local Alliance. A motion to form a Local was duly passed and the following officers were elected: Honorary President, Mr. H. R. Parker, B.A., Inspector; President, E. M. Stewart; Vice-President, Miss E. Capsey; Secretary-Treasurer, K. G. Urquhart. A committee of two members, J. Sweeney and Miss E. Capsey was also appointed. The Local will meet on the Second Monday of each month, commencing February 8th at the High School, at 8.15 p.m. It is hoped that all nearby teachers will accept this invitation and come to the next meeting for our Local is formed to further all phases of Education; to discuss all difficulties and problems; and to bring about better social acquaintance between the members in this district.

VETERAN

The December meeting of the Veteran Local A.T.A. was held on the 5th of that month.

Mr. R. Butterfield gave a talk on 'Xmas Programs, recommending books, with suitable selections. Teachers received many useful hints.

Following this was a talk by Miss J. Sundberg on Hygiene in the lower grades, with a list of helpful books such as "The Most Wonderful House in the World", "The Brownies' Health Book", obtainable at Book Branch, Department of Education. Lunch was then served.

* * * *

The January meeting of the Veteran Local was held Saturday, January 9th. Mr. Fergus Milaney gave a talk on "Introductory Geography Lessons on Europe". This was a model lesson and enjoyed by all.

Much discussion then followed on School Week. Many teachers agreed to observe that week in some fitting manner in their district.

Lunch was then served by Miss I. Bower, assisted by Mr. Milaney. The next meeting will be held the first Saturday in February. Miss Flummerfelt and Miss Devereux will be hostesses.

TABER

The Taber Local, held their second meeting on December 12th. Two officers were elected, Treasurer, Mr. W. J. Van Orman; Fifth Representative on the Executive; Miss J. Vickery.

Beginning a series of Current Event Chats, Miss Burke led a discussion on "Troubles in Manchuria." Following, Mr. Teskey, introduced a resolution containing two suggestions for improving the present system of marking final examinations in grades eight, nine and ten. With one amendment, the resolution was adopted.

After the meeting, the teachers had a social time at the home of Miss Hamman. A short program was given and the hostess served a delicious lunch.

Good things are planned for the meetings to come. All teachers of the district who have not yet joined are cordially invited.

(The letter printed below, addressed to the local M.L.A., Mr. J. J. McLellan, shows that the Taber Local is alert. It is a fine example of local initiative and of what a local can do in the way of active work in a general way for our profession. Incidentally, also, spontaneous backing of this nature of the Provincial Executive does not "hurt" their feelings one little bit. Thanks Taber!

—Editor.)

Taber, Alberta,
Jan. 25, 1932.

Mr. J. J. MacLellan, M.L.A.,
Purple Springs, Alberta.

Dear Sir:

We, the members of the local of the A.T.A., greatly regret that you are unable to meet with us before the coming session of the Alberta Legislature to discuss matters of educational importance. We realize that we have only ourselves to blame for not seeking to secure such a meeting together at an earlier date. However, we seek this opportunity to bring to your attention some of our desires, knowing that they will receive your sympathetic attention, and hoping that you may be able to do something towards bringing about reform in the educational system and practice in the province.

As you undoubtedly know, education has been made to suffer greatly because of the present economic depression. We lament the fact that at a time when a broader vision, a more common knowledge of economic facts and greater appreciation of the difficulties facing our statesmen are needed, we weaken the force of the only institution that can effectively give these things, viz. our schools.

The effectiveness of any educational system rests primarily upon the ability of teachers and the financial situation of those who pay the bills. The qualifications of teachers must not be permitted to become lower, but should rather be increased. At the present time throughout the province teachers are faced with a wholesale cut in salaries, insecurity of tenure and the fact that positions are literally put up at auction. School boards are facing a threat of a cut in Government grants.

May we call your attention, needlessly perhaps, to the fact that when the present depression is ended, and opportunities for employment become more numerous, there will inevitably be a great efflux from the teaching profession. We will again experience the condition of a large proportion of inexperienced teachers. This can only be prevented by convincing teachers at the present time that theirs is a desirable occupation.

We would therefore request that you use your influence to the fullest to maintain a satisfactory status for teachers with reasonable security of tenure. This can be secured in the following ways:

1. By a satisfactory pension for teachers. This was never more essential than at the present time.
2. By a clarifying of section 157 of the School Act by stating on what grounds an inspector of schools might give his consent to a termination of contract between teacher and school board. At the present time as many standards of reasons for the dismissal of teachers might be set up as there are inspectors.
3. By changing the present system of examinations in grades eight, nine and ten. Promotions of his or her own pupils by the teacher has worked an injustice upon the teacher whose contract may be terminated if certain pupils are not passed. It will result in a lowering of the standards of education—a result already noticeable in the higher grades of town and city schools which receive students from the country. We prefer a system whereby all students must write Departmental Examinations if not promoted by the teacher. This removes the onus of responsibility from the teacher. An alternative scheme would be the establishment of accredited schools.
4. The establishment of larger units of administration in which the individual teachers are responsible to a trained superintendent rather than to an untrained school board as at present.

We further urge that you do whatever you can to prevent a reduction in the grants to school districts, because such action would certainly result in a wholesale reduction of salaries to teachers. We would not have you think that teachers are not prepared to make sacrifices at the present time, but would call your attention to the fact that they have already taken reductions to more than compensate for the lower cost of living, and that in prosperous times teachers' incomes were lower than those of other professional men with similar training. We do not deny that our motives may be somewhat selfish but we call your attention to that which affects the standard of education.

Members of the teaching profession throughout the province and beyond have been alarmed by certain acts of the Alberta Department of Education which have been reported in the press. These acts, if the reports be true, threaten the very fundamentals of our liberty. We would ask you to ascertain if the Alberta Government funds were used to pay the costs of the appeal of the Athabasca School Board to the Canadian Supreme Court in the case of that school board vs. a teacher and if the Government had previously arranged that the appeal would be financed by it regardless of the decision given; and also if a lawyer from the Attorney-General's Department handled a case in court for a Wetaskiwin parent vs. a teacher, and on what conditions.

These acts of the Government have so affected us as to make us wonder if a certain member or members of the Government are opposed to our professional organization and wish to do it harm. As you are a member of an organization with similar objects we feel that you will make it

your business to investigate these reports and act in a way that will safeguard the liberties of all classes in the province.

Again we regret that we must take this way of putting our wishes before you and hope that in the near future we may have your presence at one of our meetings.

Yours sincerely,

Sylvia Hamman,

Secretary.

G. Ewart Brown,

President.

Following are two compositions written by Children at St. Mary's Blood Indian School near Cardston. They are as first written without revision of any kind and are submitted through the courtesy of Inspector C. C. Bremner.

THE LARK AT THE DIGGINGS

These people, of which the story narrates, were from England and had migrated to Australia just for wealth. The house was thatched and white-washed, and the fence round it was of oak palings. The only trees they had were oak and ash.

One day, George, the housekeeper, was walking round the place when he found thirty to forty rough diggers who were from England too. These diggers had come twelve miles to see and hear a lark sing. This lark was brought over from England to Australia.

The lark started his song only at noon when the mistress of the house had warranted him to sing. At first he seemed to revive his memories but finally his song gushed out from his throat. Its themes were almost describing the green meadows, the quiet stealing brook and the spring. These diggers who were once young, fair lads thought of their homes in England, and with rugged mouths, tears ran down from their cheeks.

They thought of the old mothers, when they left them without one grain of sorrow. The cottage, the church bells and the green meadows. When the lark gave up singing, they asked for it, but the woman wouldn't give away her bird, but she invited them to come to her every Sunday and listen to the singing of the lark.

—Annie Blood, Grade VI.

RIP VAN WINKLE

There was once a Dutch village situated at the foot of the Kaatskill Mountains on the border of the Hudson Bay. Now, there lived in this village a man named Rip Van Winkle who was a hen-pecked husband; he could not agree to stay in his little hut, just on account of his shrewish wife, who was incessantly nagging at him. So he was obliged to roam about in the village, assisting housewives with the odd jobs.

It happened one day, as Rip often rambled with his dog, Wolf, that when he was yet hunting in the woods on the outskirts of the mountains he came in sight of a stranger who was calling him to help him with a heavy bundle which was loaded on his back. Rip agreed to that, and kept ascending the mountains in which the stranger was going. At a short distance as they reached a little valley they viewed a number of odd-looking personages playing at nine pins. The stranger seemed to a company to them, then Rip was told to watch them from drinking some of the liquid

which was near him. As it grew dark, Rip began with eagerness to see how the liquor would taste. However, when the strangers were yet playing merrily he started bit by bit to taste some of it. All of a sudden he fell asleep.

The sun was shining bright when Rip woke up, he found everything very strange and that he was not in original position as when he fell asleep. He looked for his dog, Wolf, but not a sight of him was seen, and a rusted gun was placed instead of his own.

Adelaide Fox, Grade VIII.

Marginalia

C. SANSOM, PH.D.

EDUCATIONAL STATISTICS FOR CANADA

According to an advance release of the Dominion Bureau of Statistics there were 2,490,623 pupils attending some kind of school in Canada during the academic year ending in 1930. This is an increase of 103,566 over the previous year, and amounts to roughly a quarter of the whole population of the country. The total cost was \$165,361,198, and the average expenditure for each pupil enrolled was about \$66.40.

Approximately 13 per cent of the total enrolment in the public and private elementary and secondary schools (exclusive of the Catholic schools of Quebec) was in the high school grades. This represents an increase of 5 per cent in the proportion of high school attendance of the total since 1921 when only 8 per cent of the total enrolment was reported as attending the higher grades.

The proportion of the year's enrolment in average daily attendance in the whole of Canada increased from 64.7 per cent in 1919 to 77 per cent in 1930. "This means," says the report, "that the average pupil in Canadian schools is attending at least a month more each year than he did eleven years ago."

"In the matter of the certification of teachers," we read in the report, "there has been an outstanding improvement in recent years. The proportion of teachers with second class or higher certificates, in the eight provinces where teaching licenses are thus classified, has risen from 67 per cent in 1914, to 74 per cent in 1919, to 85 per cent in 1925, and 95 per cent in 1930."

There is great variation in the proportion of the total school expenditure borne by the provincial governments. In Prince Edward Island the proportion is the largest, reaching 61.8 per cent, leaving only 38.2 per cent of the school expenses to be met by the local communities. In Ontario, on the other hand, the provincial support amounts

to only 9.1 per cent of the total, and Alberta stands second from the bottom in this respect with 10.6 per cent. Next to Prince Edward Island from the top is British Columbia with 33.4 per cent, and the proportion for Canada as a whole is 15.2 per cent.

Below will be found a tabular statement of a few of the statistics culled from the Bureau's report for 1930:

	P. C. Total Enrolment in Average Daily Att.	P. C. Total Teaching Force Male	P. C. Total Enrolment Secondary Grades	P. C. Total Expenditure Borne by Province
1	2	3	4	5
Canada	77.0	21.1	-----	15.2
P. E. I.	70.6	21.9	10.2	61.8
N. S.	74.8	8.6	11.4	23.1
N. B.	65.1	10.0	8.1	15.9
Quebec	80.4	17.7	-----	20.3
Ontario	74.1	19.7	14.1	9.1
Manitoba	77.0	19.0	10.4	12.5
Sask.	74.3	26.6	10.7	17.3
Alberta	78.8	24.6	12.6	10.6
B. C.	86.6	28.9	14.6	33.4

The Federal Office of Education in Washington D. C. has compiled statistics which show that the average boy or girl of 1931 receive two more years of schooling than the average boy or girl of 1914. The average child is now one of a class of 30 pupils while his father's 1910 class had 34 pupils. (The average Canadian class in 1930 was 32 pupils). His chances of going to high school, which were but one in ten in 1900 are now 50-50. His chances of going to college, which were one in thirty-three in 1900 are now one in six.

If the chances of an elementary school pupil in the United States attending high school are now 50-50, or one in two, this means that the proportion of the total school population enrolled in high schools is about 17 per cent. This compares with 13 per cent for Canada. The maximum possible proportion would be about 33 per cent. That is to say, if there were no eliminations or retardations whatsoever, there would be a third as many pupils in the four high school grades as in the twelve grades of the entire system.

According to the Dominion Bureau of Statistics the proportion of men in the teaching profession in Canada has been gradually increasing since the end of the war. In 1913, 19.2 per cent of the teachers of Canada were men. In 1918 the percentage had dropped to 15.5. In 1930 it had gone up again to 21.1.

In Alberta the proportion of men teachers reached a maximum of 34.6 per cent in 1914. It declined rapidly to 19.3 per cent in 1918, then rose to 28.3 per cent in 1926, only gradually to decline again to 24.6 per cent in 1930. The proportion of men teaching in Alberta has been consistently higher than in Canada as a whole.

Has your Local yet appointed a committee to suggest resolutions for consideration at the Annual Meeting? These should be at Head Office on or before February 25, 1932.

The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



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No. 6

MUNSON SCHOOL DISTRICT No. 2317
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Candidates selected for appointment by the above school districts who are members of the A.T.A. are earnestly requested to apply for information to:

JOHN W. BARNETT,

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Imperial Bank Bldg., Edmonton.

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Editorial

OUR JONAH

"And they said every one to his fellow, Come, and let us cast lots, that we may know for whose cause this evil is upon us. So they cast lots, and the lot fell upon Jonah." (Jonah, 1-7).

"Jonah was gone down into the sides of the ship and he lay, and was fast asleep." (Jonah, 1-5).

ONCE again, resolutions are beginning to come in from different centres urging the Executive to press vigorously for a pension scheme for Alberta teachers. That there be a certain amount of disappointment—even chagrin—amongst Alberta teachers must be expected, at ours being the only province in the Dominion which has no pension scheme on the statute books and actually in operation. It might be expected also, human nature manifests itself amongst Alberta teachers, in that when they experience a bitter disappointment and a disability not common to others of their calling, they search around for somebody at whose door the blame can be laid—just as the storm-tossed sailors of the days of Jonah, being ignorant of the fundamental causes of upheavals of nature, came to the conclusion that the tempest must be attributable to one of themselves. Besides, Jonah was fast asleep and that alone was sufficient to render him suspect.

DEAR fellow-members, unloading the blame for our desperate condition with respect to pensions on the Executive of the Alliance does not establish their guilt with respect to errors of omission or commissions any more than did blaming Jonah. The members of the Executive do not feel that they are on the defensive in this matter; they have a Simonpure consciousness that all that could possibly have been done by them has been done, and that wherever rests the blame, those blamable are to be found neither in the Provincial Executive nor in the general membership. Nevertheless, in fairness to themselves and to the membership who elected them, the following facts should be very distinctly understood:

(1) It is not the executive that has been sleeping during the pensions' campaign which has lasted now for over ten years: they have directly and persistently stressed the matter with the Department and the Premier.

(2) On no single occasion have the Executive met with the Minister or other representative of the Government without bringing pensions to the forefront in the discussion.

(3) In between meetings and delegations to the Minister and the Government, the Executive has striven to maintain constant touch either by letter, 'phone or interview. In fact, the one danger feared by us was that our importuning should cause irritation to the authorities and thus "stall" rather than hurry along that upon which action was so earnestly desired.

(4) The Minister wrote some time ago informing us that the suggested A.T.A. scheme had been placed before certain actuaries and that when he had any information or report from these actuaries he would notify our Executive.

(5) The Executive are still wondering what progress has been or is being made with respect to the opinions of actuaries and are striving to secure further information.

(6) The Executive are more anxious for progress than the general membership, for, not only are they teachers themselves and are looking forward to becoming beneficiaries under a pension scheme, but they feel humiliated at having found themselves powerless to achieve concrete results in a matter upon which the general membership is so anxious and upon which the Executive has been so authoritatively instructed. Furthermore, the Executive is brought into immediate personal touch, to a greater extent than any other group of members, with pathetic cases where the teachers in justice to themselves and the children should be retired and be in a position to enjoy the benefits of a superannuation scheme. The cry: "How long!" falls upon our ears so constantly that sympathy alone would impel the Executive to strive to the uttermost to secure results.

* * * *

GET A COPY!

TEACHERS are constantly writing in seeking information regarding the provisions of the *New School Act* and wondering how they may obtain access to a copy. We are advised that before last midsummer a copy of the *New Act* was forwarded by the Department to the Secretary-Treasurer of every school district in the province. This copy was intended for the convenience of the school district in general—not particularly for the Secretary-Treasurer or the members of the school board. Any elector or teacher desiring to examine the *School Act* has a right to demand access to the copy sent to the Secretary-Treasurer. Those desiring a copy for themselves may obtain one from the Department of Education on payment of the sum of fifty cents. We suggest that every teacher should own a copy of the *School Act*. The Alliance does not object one little bit to answering questions from our members regarding the *Act* but it takes time for an interchange of letters by mail and experience shows that when information of this kind is wanted, it is wanted immediately. Scores of difficulties brought to our attention during recent months would never have developed, and scores of teachers would have avoided finding themselves in a disadvantageous position had they been in possession of a copy of the *New School Act*.

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A.T.A. RADIO BROADCAST FOR FEBRUARY, 1932

Programme

C.K.U.A.

C.K.L.C.

Wednesday Evening 5:00 to 5:30.

February 3:

5:00 1. Progress in Disarmament,
Paul Brecken, B.A., Sc., Crescent
Heights High School, Calgary.

5:15 2. A Dramatic Sketch from Canadian History,
Mrs. L. Hill, B.A., Crescent Heights
High School, Calgary.

February 10:

5:00 1. Idea Systems—A Talk on Psychology,
E. W. Coffin, Ph.D., Provincial Normal School, Calgary.

5:15 2. Interpretive Reading from Grade IX Literature,
Helen Badgley Moller, M.A., Mount Royal College, Calgary.

February 17:

5:00 1. Humanizing Geography, Grades IV to VIII,
J. M. Scott, M.Sc., Provincial Normal School, Calgary.

5:15 2. A Dream Fulfilled—Story of Pioneer Days in the West, Grade IX,
Margaret B. Moore, M.A., Central High School, Calgary.

February 24:

5:00 to 5:30 Music in Public Schools, with pupil singing. Grades IV and V,
Miss K. Ramsay, Hillhurst School, Calgary.

The Programme for February is in charge of the following committee of Calgary teachers: E. J. Thorlakson, H. E. Panabaker, Miss K. Ramsay, B. L. Cooke, E. W. Coffin and W. H. Edwards.

Comments and suggestions on the broadcasts will be welcome.

OBITUARY

It is with extreme regret that we have to chronicle the passing away of Miss Irene Young, B.A., of Edmonton, on Wednesday January 26th. The end came with great suddenness, for Miss Young had been in her class room the previous Thursday. For the past eight years she had been a valued member of the Oliver Public School Staff. Naturally very quiet in manner she was nevertheless, effective in her work and exercised a fine influence on her pupils. She will be greatly missed by her former associates, both pupils and members of the staff.

We extend to the members of her family our sincerest sympathy in their bereavement.

Your Local Alliance Meeting

(For Small Centres Only)

I—Warming-up.

Roll Call; each person telling something about teaching.

II—Nomination of Delegates for Convention.

III—Professional Topic.

What is Expected of a Teacher?

- (a) History of difference in status of teacher from time of Socrates. Difference arrived at in status in Canada.
- (b) Comparison of European, American, Canadian systems.
- (c) Present status.
What the State expects of the teacher.
(i) Academic standing.

(ii) Theoretical Professional Knowledge.

(iii) Results.

- (d) What the School District expects of the teacher.

(i) Results.

(ii) Social Contacts.

(iii) Athletics.

- (e) What the Profession expects of the teacher.
Conclusion.

IV—Question Box.

V—Social Entertainment.

Lunch and conversation, or, if preferred, bridge, then lunch.

OUR TEACHERS' HELPS DEPARTMENT

OUTLINE FOR MARCH

By Courtesy of the Calgary School Board

GRADE I.—

READING

Finish Canadian Reader. A class should read one supplementary reader. Give considerable phrase drill.
Silent Reading—Exercises, etc.

LANGUAGE

Oral Language Lesson: Add descriptive words to sentences. Teacher writes on blackboard a list of adverbs or adjectives.

Asks: "How does your dog run?"

Ans.: "He runs fast." "He runs quickly," etc.

- Talks—(1) Weather—Coming of Spring.
(2) Nature study—The wind and its work.
(3) Health—General topics.
(4) Simple talks on Children of Holland.

Games—"Isn't," "there is," "there are."

Pictures—See Art Course.

Dramatization—Review stories children enjoy.

Stories—The Wind and the Sun; Jack and the Beanstalk; Hans and his Dog; The Tar Baby; Little Samuel.

- Written Work—(1) Copy a letter to Mother.
(2) Copy an invitation to a party.
(3) Transcription, with the appropriate word to be chosen from a list placed on the blackboard: I have a _____ dress; The bird can _____.

MEMORIZATION

O who has seen the Wind?; O Wind where have you been?; Old Woman who lived in a shoe.

ARITHMETIC

Recognition and making of symbols to 100. Numbers coming before and after each number to 100. Recognition of families. Combinations and separations "2 more" and "2 less." Column adding. Oral problems relative to money and to objects of interest to children.

HYGIENE

- (a) **Clothing**—
School—hang up coats and hats (cloak room inspection). Care of clothes in work and play. Care of clothes at home—changing school clothes, airing clothes, etc.

- (b) **Safety First**—
Use charts and posters for this work. Develop safety rules. Always play in a safe place, (not on streets). Always cross street at crossing, look both ways. Always use sidewalk for roller-skating, tricycles, etc. Always wait until the street car stops. Do not play with matches, bonfires.

NATURE STUDY

The lengthening of the day and the shortening of the night; disappearance of the snow, where it goes; muddy and rough roads, the increasing warmth of sun and what it does; the season and seasonal changes; where the sun rises, the movement of the sun, where the sun sets; East and West; North and South; spring rain and snowfalls; Jack Frost and his pranks in spring. Pussy Willows placed in water in the class room; two kinds, the woolly and the green.

GRADE II.—

READING AND LITERATURE

- (a) **Reading**—
(1) The Wind and the Sun. (2) The Frog Prince.
(3) The Happy Home. (4) King Solomon and the Bees. (5) Supplementary Reader.
- (b) **Literature and Memorization**—
(1) The Land of Counterpane. (2) Windy Nights.
(3) Pussy Willow.
- (c) **Stories for Telling**—
(1) Samson. (2) Hansel and Gretel. (3) Brer Rabbit and Sis Cow.

LANGUAGE AND COMPOSITION

- A. Oral Topics—How to Play Marbles; The Wind at Work; Good-bye to Winter; My First trip on a Train.
B. Teach the use of capitals for the months; teach John and I, Mary and I, etc.
C. Practice in adding ly, ness, ful, ing, and ed to familiar words.

CITIZENSHIP

First Week—Our duty to keep well. What to eat and what to avoid. Hours of play and hours of sleep. Review ventilation of home and school. Cleanliness of body an aid to health.

Second Week—Responsibility week. Course of action: (1) Captain of a game or team. (2) Sent on errands. (3) Told to mind the baby. (4) Given money to spend on something for mother, care of change, etc. (5) Told to mind the room when teacher is out.

Third Week—Talks on gratitude. Teach that courtesy demands repayment of favors, e.g., when a little girl was sick another sent her fruit or a book: child thus favored takes an opportunity to return this kindness, etc. Avoid the idea that we do good solely for reward.

Fourth Week—Course of action: (1) When damage is done to neighbor's property. (2) When accident happens to borrowed articles, books, toys, etc. (3) When damage is done to city property. Emphasize that public property belongs to all and should be protected by all.

ARITHMETIC

Review counting by 1's, 2's, 3's, 4's, 5's, and 6's.

Review combinations and separations to 18's. Teach pint, quart, gallon. Give practice in telling time using both Arabic and Roman notation. Give practice in questions

using plus and minus signs. Teach subtraction using such questions as:

128	149	139
— 76	— 92	— 63

(use questions in which no "borrowing" is necessary, but be sure the children work from right to left, as preparation for the "borrowing" questions).

NATURE STUDY

Animals—Activities of domestic animals; observation of young—baby domestic animals, fowl—chickens. Stories of frogs—their pipings, eggs. Toads' eggs—pollywogs, etc. First flies—mosquitoes; breeding places. Pictures and stories.

Birds—Preparing houses for birds—protecting birds—stories about migration of birds—hatching birds. Competition as to who shall see the first bird.

Plants—Twigs of willow, poplar, Manitoba maple examined. Pussy willows and poplar tassels gathered.

HYGIENE

First Week—Eyes and care of eyes.

Second Week—Care of clothing—child is responsible for hanging up clothing at home and at school. There must be regular change of underwear and stockings. Clothing should be protected while working.

Third Week—Preparation for bed—wash hands and face, brush hair and teeth, and hang clothing up to air.

Fourth Week—Sleeping (1) have windows open, (2) sleep alone, (3) have light coverings and a flat pillow.

GRADE III.—

READING AND LITERATURE

Silent—The story of Aladdin. Androcles and the Lion.

Oral—Waiting to Grow. The Little Chimney Sweep. All things beautiful.

Story Telling—Dust under the Rug.

Memory—The Sleepy Song. The Whitey Pinky Pig. The Owl and the Pussy Cat.

Dramatization—The Braman, the Tiger and the Six Judges.

LANGUAGE

(a) **Oral**—The Wind at Play. The Return of the Birds. St. Patrick. Dreams. Pussy Willow. Easter.

(b) **Formal**—Continued sentence and letter-writing, stressing use of easy descriptive words such as pretty, tall, white, big, cheap, beautiful, wonderful, etc.

(c) **Vocabulary Building**—Word and phrase opposites, such as: heavy as lead; light as a feather; black as ink, etc.

CITIZENSHIP

Habits—(a) Manners—results of forming good manners in the child himself—reaction on others about him. (b) Easter. (c) Stories: (1) A Lesson in Manners (Famous People—by Baldwin); (2) St. Patrick; (3) The Easter Rabbit (Emerald Story Book: Ada M. Skinner).

ARITHMETIC

1. Addition and subtraction involving numbers reaching different spaces.

2. Teach 9 times tables.

3. Problems in multiplication.

4. Teach Arabic notation to 100,000 and Roman notation to 100.

5. Review pint and quart and teach gallon.

NATURE STUDY

Hills and water on hills.

HYGIENE

Clothing—its use and abuse.

GRADE IV.—

READING AND LITERATURE

Silent Reading—Black Beauty. The First Printer.

Oral Reading—Riders of the Plains. Phaeton.

Literature—The Wind on a Frolic. Gold and Silver Shield.

Memory Work—The Wind and the Moon. My Garden.

Story—Three Golden Apples.

LANGUAGE AND COMPOSITION

A. Extend use of quotation marks to broken quotations.

B. Oral dramatization using literature lessons.

C. Building a story from an opening sentence. (Oral and Written).

SPELLING

First 80 words in Course—Supplementary List.

Memory Work Spelling.

CITIZENSHIP AND HISTORY TALKS

Family life in olden and modern times. Truthfulness in home, at school; keeping of promises; avoidance of exaggeration; avoidance of withholding a part of the truth. St. Patrick.

Early days in Alberta.

ARITHMETIC

March and April—

Division and multiplication with checks; denominate

numbers and problems involving use of same.

NATURE STUDY

Detailed study of fish as per Course of Study. Types found in Alberta.

Bird Study—Maggie.

Plant Study—Daffodil, tulip and hyacinth.

GEOGRAPHY

Detailed study of sugar (cane, beet, maple); detailed study of bananas; detailed study of fish from B.C. and Alberta.

HYGIENE

Clothing—Clean, dry, porous, loose fitting, no tight shoes; clothing suited to weather; care and cleanliness of clothes; removing rubbers and overshoes; cleaning shoes before entering school or home; care of clothes when taken off at night; removing heavy sweaters indoors; clean handkerchief.

GRADE V.—

READING AND LITERATURE

Oral Reading—Loss of the Birkenhead.

Memory Work—The Rapid.

Silent Reading—The Treasure House of Mammon.

Literature—The Loss of the Birkenhead.

Story Telling—St. Patrick.

SPELLING

About 40 words from Supplementary List.

Words from other subjects.

HISTORY

Stories of fighting between the early settlers and the Indians, of Louis Riel and the great rebellions.

CITIZENSHIP

March and April—

Courage that avoids bravado and conduces to presence of mind.

ARITHMETIC

1. Miscellaneous tables.

2. Problems on them.

GEOGRAPHY

1. Auto Trip—Lethbridge to Calgary; Calgary to Banff and Lake Louise.

2. Railroad Trip—Trip from Calgary to Edmonton, C. P.R. (Sylvan Lake and Gull Lake).

HYGIENE

The teeth: (1) temporary, (2) kinds of teeth, (3) composition of teeth, (4) cause of decay.

GRADE VI.—

READING AND LITERATURE

Literature—How They Brought the Good News. Heroes of the Long Sault.

Memorization—Choice of: The Marseillaise, Admirals All, Creation, This Canada of Ours.

Oral Reading—How They Brought the Good News. I Dig a Ditch.

Silent Reading—Henry Hudson. From Canada By Land.

Story Telling—Siegfried.

LANGUAGE AND COMPOSITION

A. Two-paragraph business letters as review.

B. Further enlargement of sentences (clauses).

GRAMMAR

(a) **Phrases**—Suggested Exercises: (1) Selecting phrases in sentences, (2) using phrases in place of describing words and vice versa, (3) make phrases beginning with by, to, with, etc.

(b) **Prepositions**—Suggested Exercises: (1) Selecting prepositions in sentences and showing relation. (2) Fill in blanks with suitable prepositions.

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SPELLING

65 Words: (a) 56 words—supplementary: "gossip" to "sympathy." (b) words—demons: "separate to there."

HISTORY

The Tudor Period—National feeling in evidence. National feeling seen in the clash with Spain on the sea—the Armada. Trading companies organized—leads to increased activity in navigation.

The Age of Discovery—The spirit of adventure urged on by the commercial motive. To reach the riches of the Indies by sailing westward—shut off from the land route by Venice and the Turks, the European nations of the West seek sea routes.

Spain—westward across the Atlantic—Columbus—Amerigo Vespucci, etc.

Portugal—south by way of Africa—Henry the Navigator—Vasco da Gama, etc.

To the North-West—England, the Cabots, etc.

ARITHMETIC

Teach volumes; problems based on denominate numbers and areas; review fractions.

NATURE STUDY

Water.

GEOGRAPHY

United States and Alaska.

HYGIENE**March and April—**

1. Respiration—five lessons:

(Sections 1 and 2—Organs of Respiration; 1 lesson).

(a. and b. of Section 2; one lesson).

(c. and d. of Section 2; one lesson).

(e. and f. of Section 2; one lesson).

(g. and h. of Section 2; one lesson).

2. Review.

GRADE VII.—**READING AND LITERATURE**

Spring Term: March, April, May and June—

1. **Silent Reading**—To the Dandelion. Hunting the Hippo.

2. **Literature**—By Cool Siloam's Shady Rill. The Well of St. Kegne. The Pipes at Lucknow. Weather. King Arthur and His Knights. Kew in Lilac Time. Gentlemen, the King.

3. **Memory Selections** (minimum of four)—Kew in Lilac Time. Dream River (Canadian Poetry Book). A Springtime Wish (Canadian Poetry Book). Selections from Shakespeare. The Wilderness and Solitary Places (Isaiah 35). Lincoln's Gettysburg Speech.

LANGUAGE AND COMPOSITION

1. **Business Letters**—e.g., Subscriptions to magazines, etc.

2. **Vocabulary Drill**: (a) From Spelling List. (b) See Text p.p. 121-130.

3. **Paraphrasing**.

4. **Essay**—Seasonal topics, e.g. (a) Spring (Descriptive), (b) Making a Garden (explanatory), (c) An "imagination" topic (story).

GRAMMAR

Study the name and use of (1) Phrase, (2) Conjunction, (3) Interjection.

SPELLING

(a) Supplementary words—38: "buckle" to "signature."

(b) New words from other subjects.

HISTORY AND CIVICS

The French Period in Canada—

(a) Early settlements of the French.

(b) Introduction of Christianity.

(c) The Conquest of Canada: (1) The Seven Years' War. (2) Peace of Paris.

ARITHMETIC

What percentage one number is of another; Profit and Loss.

GEOGRAPHY

Asia, with particular study of China and Japan.

HYGIENE

(1) Teach symptoms and complications of scarlet fever, diphtheria, measles, typhoid fever. (2) Banting.

GRADE VIII.—**GRAMMAR**

(1) The Special verb forms: (a) Infinitives.

(b) Participles.

(c) Gerunds.

(2) Classification of phrases, and their various uses:

(a) Prepositional. (b) Infinitive. (c) Participial.

(d) Gerundial. (e) Verb.

ARITHMETIC

The graph; taxation.

GEOGRAPHY**March 15 and April—**

British Empire in America.

HYGIENE

Fire protection—as per Course; Sewage and Garbage Disposal—as per Course. Might be enlarged, if time permits, to include such topics as Rest and Exercise, Value of participation in games, Value of play grounds, swimming pools.

HISTORY (British and Canadian)

Sections 10 and 11, Course of Studies.

LITERATURE

Brutus and Antony. The Homes of the People. Memorization: Selected passages.

CIVICS

Balance of Section (e) and part of (f).

COMPOSITION

Business Correspondence.

Classroom Hints**GRADE I.—LANGUAGE**

I would like to suggest a variation of the outline under **Written Work, Part (3)**. It would be to use a picture such as appeared in the advertisement of Cream of Wheat, McLean's, January 1, 1932, which shows a baby intent on squeezing a bunny whose hind legs are drawn up in an agony of suspense and apprehension. I fancy poor Bun wouldn't agree with the title of the picture, "The Most Hazardous Period of Childhood;" he would be likely to apply the first phrase more personally.

Use the suggestion of the outline that the Exercise be one largely of transcription with blanks left for the descriptive word. This has value as Composition, Spelling, as well as Silent Reading training. The use of the picture gives additional practice in the selection of the suitable word and the question gives sufficient suggestion of idea for a single written sentence in answer.

Example Exercise

The bunny's fur feels and So Mr. Baby is squeezing bunny in his hands. The bunny's eyes are shut, and his legs are drawn up in fear. Can you imagine what bunny is thinking to himself?

tightly: fluffy: chubby: hind: soft.

NATURE STUDY (In General)

Sometimes close attention, on the one hand, to the particular lesson, shall we say, on the fish of Alberta, or on the other, the sight of an outline that calls for the study of the daffodil, hyacinth or tulip in a country school where fires are difficult to keep over-night, with consequent deletion from the program for the day of nature study altogether—sometimes these things lead to neglect of the big idea back of Nature Study—that of growing familiar with the natural life round about, keenness of observation for the phenomena of the natural world, and increasing pleasure in "considering" the life of tree and bird and flower. ("Consider the lilies of the field, how they grow"). Don't be too alarmed if there are no frog ponds (Grade III. Outline) in the neighborhood of your school; remember that the change to one of the most interesting seasons of the year is calendared for March and anticipate its pleasures



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by setting the children watching for the first sign of honey-combed snow on a southern bank, the first pussy willow, the first bird to return, since a cultivated "joy in the widest commonality spread" is going to be one of life's rich possessions, even if some particular detail of a Course of Studies has been neglected. Viscount Grey in his "Falloodon Papers" quotes Jeremy Taylor: "I sleep, I drink and eat, I read and meditate, I walk in my neighbor's pleasant fields and see all the varieties of natural beauty . . . and he who hath so many forms of joy must needs be very much in love with sorrows and peevishness, who loatheth all these pleasures and chooseth to sit upon his little handful of thorns." Indeed the reading of Grey's "Pleasure in Outdoor Nature" in the book already referred to, will set one straight again on the big objectives in the teaching of Nature Study. One of these Grey puts admirably in his paper, "Recreation": "of all the joys of life which may fairly come under the heading of recreation there is nothing more great, more refreshing, more beneficial in the widest sense of the word, than a real love of the beauty of the world. Some people cannot feel it. To such people I can only say, as Turner once said to a lady who complained that she could not see sunsets as he painted them, 'Don't you wish you could, madam?' And to the teacher one would add, cultivate that sense of the beauty and interest of the natural world if you possibly can—help children to see."

I would like to stop for a moment over what Grey finds of pleasure in watching birds: "First of all, there is the power of flight, in itself a thing worth considering. The flight of different species of birds, the manner of their flying, differs so that an expert can tell by the manner of a bird's flight what species of bird it is. There are amongst our common birds, all sorts and manners and ways of flying, from the buoyant and prolonged flight of the common gulls down to the rising and falling flight of the woodpecker, which seems to be so precarious that you doubt sometimes whether the woodpecker will be able to fly to the next tree. On the other hand, if you will lie on your back on a fine day, you may see gulls sailing high in the air, without apparent effort or movement of wing, as though it was not necessary for them to descend at all; and between these two, the apparently inexhaustible power of the gull to sustain itself in the air, and the rising and falling flight of the woodpecker whose wings are weak—between these there are all sorts and degrees of the power of flight, and from that point of view alone our common birds become of interest."

"The next aspect of birds is their plumage and wonderful variety of coloring which presents all sorts of questions." Grey then goes on to note how the brilliant drake of the common wild duck loses his coloring while his mate is nesting, and that when the fledglings are brought out onto the water, he disappears from the picture altogether, whereas in the other cases, when the male bird remained the more sober coloring of the female all the year round, he also takes an active part in bringing up the young.

"The third aspect of birds I would take is the fact that they lay eggs of such various colors and build nests of such various shapes and substances." There is an endless field of investigation here, but Grey puts up the sign post, "Neither Disturb nor Destroy." Do you know what the robin uses to build his nest? Do you know what is inside the hole in the old tree trunk or telegraph post down which the flicker disappears? Have you been able to find the red winged blackbird's nest in the swamp willow? Have you seen the yellow warbler pulling a clothes line to pieces? What is he doing that for?

"A further aspect of birds, perhaps the most attractive of all, is the gift that some of them have of song . . . There is not only pleasure in hearing their song each spring for the first time, but there is something romantic in thinking of the immenseness of the journey they may have accomplished, since you heard them the year before . . . (And yet) you will probably hear the first black cap, the first willow warbler, and the first wood warbler, and so forth each year in much the same place as you heard it before, and so, when one gets fond of these birds and gets the habit of listening for them in the same place at the same time every spring, the satisfaction of having your anticipation realized, of hearing the same song in the same place for perhaps thirty years, and knowing that the same bird or its successor has come back to the same spot, is a satisfaction which gives us particular pleasure."

"Birds have to a greater degree, I think, than any other animate creature, except man, the power to express joy . . . The snipe, too, has a joy flight; it flies in a wide circuit and, making a short descent from time to time in the air, achieves with the vibration of its tail feathers a noise like the bleating of a goat, which apparently gives the snipe

great satisfaction. It will fly round and round for some time continually making that noise, and you cannot watch it without seeing that the flight is an expression of joy."

In this connection, I must tell of an instance in my own experience, of birds enjoying life. One Sunday in late spring I was sitting on the bank of the Swan River which flows into the Lesser Slave Lake, sometimes reading, sometimes not, when the drake of a species of duck unknown to me, alighted on the quiet bit of water above a miniature rapid in the river. He drifted about idly for a little while and then allowed himself to be carried down the tumbling little rapid. For a moment I thought he had been day dreaming, and while napping had been carried over the little fall, for he paddled vigorously back upstream. But to my surprise, didn't he, with the most deliberate intention repeat the same performance with the most evident satisfaction. At this moment, his sober little mate lit also on the water of the upper river, where the drake joined her, and then to my delight and theirs, they both tumbled over the falls. Nor was this exciting bit of fun repeated once but several times, when I noticed too, that the drake now made the return trip up the stretch of rapid water nearer to the bank, where there were eddies and pools of greater water than in centre stream, and waited for his smaller mate if she were far behind.

(Grey): "You have also the family life of birds to consider . . . He (the robin) has as little family life as he can. Of course a pair of robins rear their brood each year; they may even have a second brood, but when the young are able to look after themselves the old birds make the young ones separate from them. And they are not content with that, but the male and female will not spend the autumn together, but each robin has its own territory in which it remains separate and alone through the autumn and winter. If you work in the woods or in the garden you will notice that you are often attended by a robin, but only one at a time, and if another turns up there is a fight between the two. The law of robins apparently is that, except in the actual nesting period, each robin must have one territory, and if another robin comes he or she is breaking the law of robins. . . . I know of a robin in the nesting season that was so anxious to get food for its young, that it acquired a habit of coming on a human hand to get food. It reared two broods this year, and for a time the young were in the same place with it. This robin remains there now and he will come on the hand and sit there and feed, he is so confident. But he never follows you from his own particular territory; if you want to give the food, you must go to his territory. If you go to another part of the garden some fifty yards away, another robin will come and stand by you, and if you put your hand on the ground he or she (whichever it is) will take something out of your hand. Its habits are quite different from those of the other robins. You never see the two together."

Perhaps these notes of Grey's will give you some points of departure for bird study this spring and summer.

GRADE V.—HISTORY

Stories of fighting between the early settlers and the Indians.

(Some material additional to suggested texts, based largely on *The Silent Force*, Longstreth; and Pauline Johnson's life and poetry.)

The chief reason for ill feeling between the Indians and white settlers in the early days of the West are evident in the attitude adopted by Pauline Johnson in her earlier poetry. Nothing could denounce more bitterly the white rancher's disregard of the rights of the Indians as original holders of the land than *The Cattle Thief*, a poem partially quoted in the last issue, nor could the cause of the Indian's hatred of the white be much more clearly stated than in the lines.

"Scarce fifty years had rolled

Over that fleshless, hungry frame, starved to the bone and old;

Over that wrinkled, tawny skin, unfed by the warmth of blood,

Over those hungry, hollow eyes that glared for the sight of food," and

"Starved with a hollow hunger, we owe to you and your race.

What have you left to us of land, what have you left of game,

What have you brought but evil, and curses since you came?"

The attitude of many a white, indeed, toward "some old Injun dog" is bitterly told in the story of *Wolverine*, in which Wolverine is shot in the act of returning lost articles which he was supposed to have stolen.

It all resolves itself into this: (1) the white man settled

on territory that the Indian might with some justice regard as his own, (2) having settled there he proceeded to hunt the buffalo to extermination,—the Indians' main food, (3) having settled on great open grass lands admirably adapted to the raising of cattle, he became a rancher, determined to maintain his 'mine' even though it cost a thieving Indian his life,—and there lies the difficulty: the Indian did thieve the white man's cattle and horses. The early settler seems to have been at little pains to attempt to understand or placate his Indian neighbor. Indeed, some of these settlers, whisky traders chiefly, were of a character to rather enjoy war with the Indians, and housed themselves in a nice fort with bastions and armed with cannons", estimated as capable of sheltering four hundred skilful gunsmen. It was this type of man who made a beast of the Indian. The fur trader had succeeded much better in establishing some sort of friendly relations with the Indians, but then it was his business to do so, and the North West Mounted Police succeeded better still because it was their business to stand for justice, and that attitude the Indians were quick to realize. At the time of the arrival of the Mounted Police, however, difficulties between Indians and white resolved themselves in many instances into attack on the Mounted Police as representing consolidation of white authority in the territory the Indians regarded as their own, and interesting tales are told of the police meeting early difficulties with the Indians. (These stories will be of value in connection with later work on the N. W. M. P.)

Of the Western Canadian Indians the Blackfeet were the most formidable. An interesting description of them is given by Longstreth. "Of resolution the Blackfeet had no small amount themselves and it required some manliness to win their respect. They were known as the proudest, and admitted the ablest of all the tribes in the Northwest. Strangely enough, they were a self-made lot of horsemen, never having laid eyes on a pony until early in the eighteen hundreds. They had been solely a woodland tribe until a visiting band of coast Indians had brought the first of these four-legged curiosities over the mountains. They purchased the prodigy at sight, and this horse changed their race, led them south to the ampler riding-ground of the prairie, diverted them from bear to bison, and taught them a grace and development unknown before to red or white.

A strict regimen ennobled this great race. Daily baths in every weather kept them free from vermin. From youth a warrior learned by prayer and fasting and the purifications of torture and solitude to regard integrity greatly and death lightly." Should these warriors wear the scalps of the white warriors at their belts? "Wait and see," was Crowfoot the chief's admonition. They paid calls on the chief of the scarlet uniform, and were impressed with the splendour of his appearance and the dignity of Colonel McLeod's punctilious behaviour to them. He would repair to the buffalo-hide tepee, smoke the proffered pipe with ingratiating solemnity, and match the chief's ceremonial speeches with equivalent endearments on behalf of the Queen. His bearing and his beard quite won the Blackfoot heart; they called him "Bull's Head", and took him into their confidence. On Christmas day the Indians were given a great feast,—then were shown a cannon and a tree across the river. The cannon was fired; the tree across the river disappeared; the Indian thought it "remarkable medicine." So meals, a show of splendour, courage and fair dealing won the day with the Blackfeet.

The Crees, however, planned an attack on Ft. Walsh for the purpose of killing all the white soldiers because as Big Bear, the Cree chief said, "they had driven the buffalo away and must be bad medicine," and indeed they actually arrived at the fort where men were told off into squads, some to collect the arms from the outlying traders, some to bury the excess ammunition, and the rest to build bastions of cordwood so that if the Indians pulled down part of the stockade by lasso, as bravado sometimes prompted, there would still be a line of protection. Bags of flour, too, were used as shooting boxes for the guard, now called inside the stockade, and a scout disguised as an Indian, was sent to the Cree camp to get news. He learned that there was to be a surprise attack at daylight, and managed to inject the news that the "pony soldiers" had been greatly reinforced. Ruse succeeded where rougher tactics might have meant disaster; there was no attack."

The terrible Sioux, however, from across the line were the severest menace to the police, because they had been harried into a very ugly mood and were of very formidable numbers. Six thousand strong with Sitting Bull at their head, they encamped outside Ft. Walsh. Col. Irvine went

to interview them and established such apparently friendly relations with the old chief that that gentleman paid Col. Irvine a return visit to his tent in the dead of night and discussed his grievances with him till early morning. Col. Irvine was left with the impression that Sitting Bull was his friend, but this was not altogether the case. On one occasion some Sioux made off with a number of Mounted Police horses, at which time, Inspector Allen was delegated to visit Sitting Bull and ask for the return of the stolen animals. Sitting Bull said that he would like to see Allen take the horses, to which Allen replied that if the horse that Sitting Bull himself was on, were one of the stolen horses, he would take it from under him, and then, somewhat, it may be imagined to his inward consternation, was told that that indeed was the case. The story goes on to tell how Inspector Allen put his arm about Sitting Bull and lifted him to the ground before the very eyes of his amazed followers and succeeded in getting the stolen horse triumphantly into the fort before the Indians had proper time to collect their wits. In this case it was sheer boldness that won the day.

One other tale indicates the temper of the Indian on the question of white settlement. From the beginning of the construction of the C.P.R. the Indians had feared the "red devil" and the encroachment of civilization on their lands which the railroad threatened, and they objected. Sometimes they wedged things between the rails to throw the "red devil" off the track, at other times they appeared before the frightened contractors and their Sicilian or Italian laborers daubed in frightful war paint and making hideous noises, till the workmen ran away in terror. At other times they set up their encampment on the right of way, in which case the Mounted Police had to be sent for. This particular story is told of Chief Pie-a-Pot, who refused to remove himself even for the Police, and was told by the policeman in charge of his handful of men that if he, Pie-a-Pot, did not go of his own accord, that then the policeman would pull his tent down about his ears, and to the astonishment of the chief the threat was executed, and probably to the astonishment of the Police, the whole Indian encampment did remove itself.

GRADE VI.—SILENT READING

"From Canada by Land."

Some months ago a vocabulary lesson was suggested as a study preliminary to this selection which is a hard bit of material for a Grade VI class to read. If that suggestion was followed and the class has now become familiar with the vocabulary of any pioneer waterways-explorer's life, these further hints for the actual teaching of the lesson will provide no difficulty for the Grade VI pupil.

I. **Introductory Material** preliminary to assigning an independent silent reading on the part of the pupil.

The story of "From Canada by Land" is a story of Alexander Mackenzie, the explorer. Turn to the map of Canada in your Geographies. Can you find a river called after Mackenzie? Teacher gives a brief outline of Mackenzie's coming to Canada as a young man in search of adventure, of his working for five years as a clerk in the offices of the North West Trading Company in Montreal, when he was sent for a year to a post at Detroit. At this time he was made a partner in the North West Company and sent out to Lake Athabasca to take control of that district. This was the period of intense rivalry between the two great companies, the Hudson's Bay Company and the North West Company for the control of the fur trade in the West, and each Company was doing its utmost to extend what might be legitimately regarded as its own particular territory by further exploration and the establishment of trading posts in areas not previously claimed. Have the children locate Lake Athabasca. **Ques:** Can you see any reason why Lake Athabasca would be a good point for establishing a fur-trading post? **Ans:** The Peace and Athabasca rivers connect the lake with the mountains, and the Indians of those districts would bring their furs down the rivers to the lake; to the eastward a chain of lakes and rivers connect Lake Athabasca with the great forest area surrounding these lakes; to the north flows the Mackenzie. Teacher goes on to tell, then, how Mackenzie established a fort on the south side of the lake towards the western end, still known as Chipewyan. But the great river that flowed into the forests of the north captured his attention and on June 3, 1789 he set out to explore it. It was an exceedingly successful trip, over an area that we now know fairly well. **Ques:** How does it come that people are so interested in that

territory now? **Ans:** The northern airways have brought it to popular attention and recent mineral discoveries about Great Bear Lake have made it still more widely known. Teacher. Sir Alexander Mackenzie "noted with interest the varied nature and the fine resources of the country of the upper river. At one place, petroleum, having the appearance of yellow wax, was seen oozing from the rocks; at another place a vast seam of coal in the river bank was observed to be burning." (Stephen Leacock: *The Adventures of the Far North*.) "His voyage had occupied one hundred and two days. Its successful completion brought to the world its first knowledge of that vast waterway of the northern country, whose extensive resources in timber and coal, in mineral and animal wealth, still await development." (written in 1914: chap. III of this book would give the bright pupil a very readable account of the detail of that Mackenzie river expedition.)

On the expedition Mackenzie had been frequently in view of the Rocky Mountains and the Indians told him of rivers that flowed from the mountains westward into the ocean. Captain Cook had already published an account of his explorations of the Pacific Coast in his "Third Voyage," so that when Mackenzie determined to reach the Pacific Ocean by following the channel of one of these rivers of which the Indians talked, he had some fairly clear idea of his objective. **Ques:** Look again at Ft. Chipewyan on Lake Athabasca. Suppose you were Mackenzie and wished to reach the coast, what route would you suggest following? Discuss possible routes. Now Mackenzie had no such definite map as this to go by: what he did know was something of the character of the Peace River from fur traders. Read the story of Mackenzie's Expedition with these question in mind:

1. Did Mackenzie reach the coast?
2. How long was he away from the fort?
3. Keep in mind the factors that contribute to make his exploration difficult. When you have finished reading name three.

N.B. This is an exercise in rapid reading with a set problem. If you are keeping any check on rate of reading combined with comprehension, it is possible to do so with this type of exercise. (Courtis and Starch have estimated the reading rate of Grade VI as about 190 words a minute; Gray would set a higher standard of 216 words a minute.)

II. Second Reading Exercise. to ensure (a) careful reading and comprehension of the route followed; (b) an exercise designed to train in faculty of reading to follow directions.

1. Draw a sketch map to show: Lake Athabasca, Peace River, Rocky Mountains, Finlay River, Parsnip River, Bad River, (not marked on map, but probable location of the Bad River.), Fraser River, Blackwater, Dean River, Bella Coola River, and coast of British Columbia.

2. (1) Mark with a O the fort from which Mackenzie started.
- (2) Mark with an X the place where he had to portage for 9 miles (as nearly as possible.)
- (3) Mark with a — the farthest south point on the Fraser that he reached.
- (4) Mark with a = the point at which Mackenzie reached the coast.
- (5) Mark with a red line the route followed by Mackenzie from the place he started to the point he reached on the Pacific Ocean.

Oral Discussion: What sort of a man was Mackenzie?

(It will be seen from the type of question asked that the features of this study regarded as important are (1) the type of life led by explorers of waterways (2) the geographic information and historical information involved (3) the type of man Mackenzie was.)

GRADE VII.—HYGIENE

Dr. Banting

Dr. Banting is one of a group of scientists who established the use of insulin for the alleviation of diabetes. Insulin is an extract which, when injected under the skin, establishes fairly normal conditions for just so long as the power of the insulin lasts. To understand in any measure the work of these scientists, I think it necessary to know in the first place, the general character of the disease, diabetes, and in the second, something of the investigations which antedated and succeeded the work of Dr. Banting.

1. In the April 21, 1923 issue of "The Gateway" (the students' publication at the University of Alberta) there is an article written by Dr. Mark Levy of Edmonton on the discovery of insulin, which draws a very apt comparison between the human body and the furnace of a home or factory a comparison that teachers should find of service in making clear to their classes the nature of the disease and the character of the relief which insulin affords. To produce the required warmth for the house or heat energy for running machinery the furnace of the home or factory must be provided with fuel. Fuel is, of course, of many types, but for the purpose of later comparisons with the human body, let us suppose that the fuel be coal. This slow-burning fuel, however, will not ignite unless we use some quick burning material such as kindling and paper to start the fire. Then when the draughts are properly regulated the fire burns exactly as required. Now "to function at all the human body must produce heat energy just as the furnace in a factory or home....It is in this respect particularly that the human machine is very analogous to the inanimate furnace." To produce this heat energy the human body requires fuel just as does the furnace, and again, as in the case of the furnace, requires some quick burning substance to set in action the slower burning substance. The quick burning substance is sugar and the slower burning, fat. Diabetes comes when the sugar is unburned in the human body, when the body tissues are incapable of transforming fuel sugar into heat energy. One of the resultant difficulties, of course, is that the fat also remains unburned. Poisonous acid bodies are then produced.

2. Nineteen twenty-two may be recognized as the year of the discovery of insulin. But forty years previous to that time, two students Minkowski and Von Mering had found that when organs called the pancreases were removed from animals that a diabetic condition resulted. This location of the seat of the trouble was no mean discovery. It was suggested then by Lepine that the pancreas must produce some substance which made the burning of sugar possible. It remained for Zuelger in 1908 to prove that this was so, when he made an extract from the pancreatic juices, which he injected into diabetic patients, and found their condition to be improved. This treatment, however, was accompanied by "severe chills, fever, and occasional vomiting". It was felt that there was still something the matter with the preparation and Prof. J. J. R. Macleod and Drs. Best and Banting working in the Laboratory of the University of Toronto set to work to improve on Zuelger's preparation. The importance of Dr. Banting's work in this field, then lies in the fact that his suggestion that the extract be made from a degenerated pancreas made the preparation one which might be administered with "local irritation" only. It was still necessary to find suitable methods for the preparation of the extract in quantity and without any local irritation consequent to its use. It was at this point that Dr. Collip, then of the University of Alberta, joined the group of workers in Toronto, and it is to him that the credit is given for the perfecting of "insulin".

It must be remembered that insulin is not a cure. "The patient remains at normal just so long as every day he has the proper amount of insulin to keep the sugar and fat burning."

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The Alberta School Trustees' Magazine



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THE TEST OF A MAN

The place to take the true measure of a man is not in the forum or the field, not the market place or the Amen corner, but at his own fireside. There he lays aside his mask and you may judge whether he is imp or angel, king or cur, hero or humbug. I care not what the world says of him; whether it crown him with bay or pelts him with bad eggs; I care never a copper what his reputation or religion may be; if his babies dread his homecoming and his better half has to swallow her heart every time she has to ask him for a five-dollar bill, he's a fraud of the first water, even though he prays night and morn till he's black in the face, and howls halleluyah till he shakes the eternal hills. But if his children rush to the front gate to greet him, and love's own sunlight illuminates the face of his wife when she hears his footfall, you may take it for granted that he is true gold, for his home's a Heaven, and the humbug never gets that near the great white throne of God. I can forgive much in that fellow mortal who would rather make men swear than women weep; who would rather have the hate of the whole he-world than the contempt of his wife! who would rather call anger to the eyes of a King than fear to the face of a child.

Education is the development of the individual talent and character for helpful citizenship.

FOR ALL GOOD CHILDREN

(And Their Naughty Little Cousins)

The baby robins do not scold about the summer rain.
They snuggle down inside their nests, and never do complain!
The puppy eats his plate of food without the question, "Why?"
The kittens have their faces washed, and do not fuss or cry.
The little chicks come running, when their mother starts to cluck;
The goslings splash into their bath! So does each little duck!
The four-o'clocks, at four o'clock, fold up and go to sleep,
And piggies scamper for their straw, when stars begin to peep!
The owlets wear their feathers, and the bunnies wear their fur,
Just as their mother wants them to, because it pleases her.
The little bears do as they're told, and little el'phants, too.
I hope that little children all behave as well, don't you?

—By DIXIE WILLSON, in the *Delineator*.

A strong mind in a strong body is a short, but full description of a happy state in this world.—Locke.

"The dullest couple may unite
Their forces and produce a bright
And witty daughter.
A clever couple also may
Become the parents fond of a
Small son whose brain has
Swam away
In heady water."

Memorandum on resolutions passed at the Annual Convention of the Alberta School Trustees' Association held in Edmonton, February 4th, 5th, and 6th, 1931.

RESOLUTIONS PASSED IN GENERAL SESSIONS

1. RESOLVED that all lands, held by non-residents, that are in arrears of taxes be sold in the near future to prevent the closing of rural schools.

Plamondon S.D. No. 2696.

The Department of Municipal Affairs is prepared to proceed with the sale of tax-forfeited lands as rapidly as circumstances warrant.

2. RESOLVED that this Convention request the Department of Municipal Affairs to allow all school districts to retain the 5% on all arrears of taxes collected by them.

Enchant, Con. S.D. No. 47.

The Minister of Municipal Affairs has agreed to waive the claim of the Department to the five per cent commission on reported arrears of taxes collected by school districts. Such collections must however, be reported immediately to the Department of Municipal Affairs.

3. WHEREAS it is generally understood that both boards of trustees and teachers should give thirty days' notice of termination of contract to the other party; and

WHEREAS the present form of printed contract does not compel the teachers to give thirty days' notice to the board;

THEREFORE BE IT RESOLVED that the word "may" should be deleted where it first appears in clause 6 on the printed contract and the word "shall" be inserted so as to read, "This agreement shall be terminated by either party giving 30 days' notice in writing to the other party."

Big Gap S.D. No. 3700.

Section 157 of the *School Act* requires teachers as well as boards of trustees to give thirty days' notice of termination of contract.

4. BE IT RESOLVED that Clause 6 in the Teachers' Contract be taken out, making it a straight 30 days' notice both ways when either party to the contract wishes to terminate said contract.

Athabasca S.D. No. 839.

The provisions of the former Clause 6 do not appear in the new form of teachers' contract.

5. RESOLVED that the Government be asked to amend the *School Act* so as to provide that in Village Districts, at least one representative of both farm lands and village sections be on the board at all times.

The Department is not convinced that it would be wise to restrict the right of village school districts to choose as trustees those whom the

electors consider best qualified for the position.

6. RESOLVED that in case of an election of school trustees in a village district nominations and elections be held on different days.

The clauses of the Act dealing with nominations and elections in village districts remain unchanged, it being the belief of the Department that in the majority of districts the convenience of the electors is best served by having nominations and elections on the same day.

7. RESOLVED that the maximum allowance to a teacher in case of sickness shall not exceed ten days' pay during a year's service.

White Mud Creek S.D. No. 2407.

No change has been made in the provisions governing sick pay.

8. In view of the fact that the appointment of the members of the Board of Reference is made by the Lieutenant-Governor-in-Council and in order that proper representation of this body on that Board may be made;

THEREFORE BE IT RESOLVED that this Convention ask that the executive of the Alberta School Trustees' Association be allowed to select their own representative.

The Government is prepared to meet the expressed wishes of the Executive of the Trustees' Association with respect to representation on the Board of Reference.

9. RESOLVED that this Convention ask the Government to set aside a certain proportion of the revenue from the Natural Resources for educational purposes.

The school lands constitute a very substantial portion of the public domain which has already been set aside for the support of education. Further than this it is not the policy of the Government to go, in the ear-marking of public revenue.

10. RESOLVED that this Convention endorse the following resolutions passed by the First Conference on Library Service;

(a) WHEREAS there is serious waste and lack of co-ordination in the establishment and maintenance of school libraries throughout the province, which, in the opinion of this conference is detrimental to education of public and high school students; and

WHEREAS no grant is made by the Provincial Government for school libraries, except in the case of new schools, thus placing full responsibility for the creation of school libraries on individual school boards; and

WHEREAS there is a very definite need for systematic and intelligent selection and distribution of books for supplementary reading by pupils in both public and high schools;

BE IT RESOLVED that this Conference respectfully urge on the Provincial Government the necessity for the immediate restoration of Government aid for school library purposes

and the desirability of administering government aid to school libraries in accordance with modern practice and needs.

(b) WHEREAS this Conference is convinced of the need of library education;

BE IT RESOLVED that a course in library work be included in the curricula of the Provincial Training Institutions.

(c) BE IT RESOLVED that the Federal Government be approached on the elimination of postal rates on books circulated by libraries or on books circulated between libraries; and a general reduction in book rates.

The desirability of grants for school libraries is freely recognized, but until Provincial revenues improve, this expenditure can not be undertaken.

11. RESOLVED that all persons before being issued a certificate as school teacher, should be required to pass an examination in First Aid as laid down by the St. John's Ambulance Association and hold a certificate for same; and

BE IT FURTHER RESOLVED that all schools be provided with first aid equipment.

East Coulee S.D. No. 4396.

The Government is considering the possibility of having more time devoted to First Aid training in the Normal Schools.

12. RESOLVED that no person shall be eligible for nomination for school trustee unless he or she is:

(a) A British Subject.

(b) A resident ratepayer of the district.

(c) Able to read and write the English or French language.

No change has yet been made in the language requirement for eligibility for nomination for the position of school trustee.

13. WHEREAS taxes for school purposes on oil leases are assessable at the present time; but believing that oil and gas companies are appealing to the Provincial Government to have this form of taxation cancelled as reported in the *Oil and Financial Review* of October 11th, 1930;

AND FURTHER believing that this form of taxation is not creating an undue hardship on such companies but is helping in some small measure to bear the cost of education;

AND FURTHER believing that such companies do not pay taxes or support public institutions in any other way and that if relieved of all public responsibility, there would be a tendency for such speculators to be encouraged to monopolize all mineral wealth and not develop the same;

THEREFORE BE IT RESOLVED that this convention go on record as absolutely opposing cancellation of taxes on oil, gas and mineral leases for school purposes.

Lethbridge Con. S.D. No. 10.

The ordinary property of oil and gas companies is still subject to taxation for school

and municipal purposes. Oil and gas rights have, however, been reserved as being more suitably a field for provincial taxation.

14. RESOLVED that more school inspectors be appointed.

Weisenthal S.D. No. 679.

The appointment of additional school inspectors cannot be considered at the present time.

15. WHEREAS under section 24 of the *School Assessment Act*, Clause G, the words "unsubdivided farm lands" are not specific enough;

THEREFORE BE IT RESOLVED that any parcel of land less than 5 acres in extent be assessed as a parcel, if within a mile of a hamlet and situated in a village school district, in order that improvements may be assessed.

Vermilion Inspectorate Association.

In the new *Assessment Act*, the definition of unsubdivided farm lands has been amplified to read as follows:

"Unsubdivided farm lands' shall mean lands which are used for farming purposes and in respect of which no plan of subdivision has been filed under the provisions of the *Land Titles Act*, but shall not include a parcel of land under twenty acres in extent not used exclusively for farm purposes."

16. WHEREAS there is a very persistent demand from the School Trustees of this Province for more frequent inspection of schools; and

WHEREAS a great deal of the inspector's time is taken up by attending to his special duties as Official Trustee of many school districts;

THEREFORE BE IT RESOLVED that the Department be requested to appoint some other officials of their staff to attend to these special duties, thereby giving the inspectors far more time for their regular duty of inspecting schools and also enabling the said inspectors to make more frequent visits to the schools in each individual inspectorate.

Crow's Nest Pass Sub-Inspectorate Assn.

The Department will be very glad to relieve Inspectors of the responsibility of Official Trusteeships insofar as this is practicable.

17. WHEREAS the Province is passing through very difficult times; and

WHEREAS many schools are being closed for want of funds;

THEREFORE BE IT RESOLVED that we ask the Government to eliminate from the *School Act*, Clause 3 of Section 199, which reads thus: "Notwithstanding any agreement to the contrary, every teacher in an ungraded school shall be entitled to receive a minimum salary of seventy dollars per month or eight hundred and forty dollars per year."

Big Bend S.D. No. 809, Girouxville S.D. No. 4352, Boyne S.D. No. 1778, Lethbridge Con. S.D. No. 10, Beela S.D. No. 4360, Gifford S.D. No. 4011, Stanton S.D. No. 1920, Concord S.D. No. 658, Sunnydale S.D. No. 1594, Hazel Grove S.D. No. 3052, Slawa S.D. No. 2400, Northern Moose S.D. No. 3581, M.D. Bow Valley No. 219.

No change has been made in the Clause providing a minimum rate of teachers' salary. It is recognized that many districts are at the present time unable to pay the statutory minimum salary. The question to be considered is whether, in the end, the interests of education and of the people will be better served by lowering or the abolishing of the statutory provision, or by a judicious exercise of the Minister's power to authorize the payment of a lower salary, in cases where the inspector certifies that payment of the minimum salary would be a hardship for the district.

18. WHEREAS the board of Trustees of a rural school district should be better acquainted with the conditions of the school district than any one else; and

WHEREAS some rural school districts have small children who cannot attend school in winter; and

WHEREAS the consent of the Minister regarding closing of the school is at times difficult to obtain;

THEREFORE BE IT RESOLVED that it be left to the discretion of the board of trustees whether vacation shall be in the winter or summer.

Setting Sun S.D. No. 2850.

No change has been made in the Clause requiring schools to observe the regular terms prescribed by the *School Act*. The Department believes this provision of the Act to be salutary, and that its repeal would be a backward step.

19. WHEREAS the Alberta Teachers' Alliance have gone on record as in favor of all pupils entering Normal School having at least passed the twelfth Grade;

AND WHEREAS such a recommendation would be a hardship on many pupils and would prevent many deserving pupils from being able to go forward to train for teachers;

THEREFORE BE IT RESOLVED that this Convention go on record as opposed to any such regulation being passed.

Chipman S.D. No. 1473.

No change has been made in the academic requirement for Normal entrance.

20. WHEREAS the present system of auditing results in final examinations is crude, awkward, unjust to both pupil and parent; extravagant in cash outlay, mercenary and politically corrupting;

THEREFORE BE IT RESOLVED that we, in convention assembled, suggest and request that the teacher in charge be required to audit and determine the final results in all departmental examinations, subject to appeal.

Eureka S.D. No. 717.

The request that the final standing of pupils be determined by the teacher has been met with respect to all grades below Grade X and with respect to two subjects of that Grade.

21. RESOLVED that the Department of Education be requested to return to the school all examination papers after correction.

Ashcroft S.D. No. 1740.

In common with the Departments of Education of other Provinces, the Alberta Department considers the returning of examination papers to be undesirable. It is also convinced that any slight value there might be in such a course would not be sufficient to warrant the very considerable cost involved.

22. WHEREAS the most up-to-date medical authorities place alcohol and nicotine among the Narcotic drugs, and as such, injurious to the health of the young;

AND WHEREAS this Convention views with alarm the increasing use of alcoholic and nicotine preparations;

AND WHEREAS this Convention believes it is its duty to discourage the use of any and all things that have been proven by competent authorities to be in any way injurious to the pupils attending our schools;

THEREFORE BE IT RESOLVED that this Trustees' Association urge the Department of Education of the Province of Alberta to increase the instruction in the study of alcohol and nicotine among all institutions of learning under its jurisdiction to an intensive degree, showing the uselessness and harmfulness of alcohol and nicotine and strongly advising the wisdom of total abstinence from the use of both.

Lethbridge S.D. No. 51.

The Department will make every reasonable effort to ensure that the temperance teachings embodied in the course of studies receive proper emphasis.

CONSOLIDATED SECTION

1. RESOLVED that the boundaries of any school district should not be changed by the Minister or the Department of Education without the consent of the ratepayers of the said district.

Falher Con. S.D. No. 67.

It is the policy of the Department, before making any change in boundaries, to learn the attitude of the boards of the districts affected. To require the consent of the ratepayers in every district concerned, before any change could be made, would frequently block changes desired by a large number of people, and necessary in the interests of the children.

2. WHEREAS the Board of trustees of certain Consolidated School Districts in the Province have for years, with the full sanction of the ratepayers as expressed by resolutions at annual meetings, permitted the members of their boards to participate in the van-driving of the districts and receive remuneration therefor on the same terms and conditions as other ratepayers, knowing full well that this is not permitted by the *School Act*, as drafted at present;

THEREFORE we, the delegates of the Consolidated Section of the School Trustees' Association, in convention assembled, recommend that the part of the *School Act* referring to Consolidated Schools be amended so as to extend to the trustees somewhat the same privileges as to the other ratepayers of the district with

regard to participation in van-driving and receiving remuneration therefor.

Chinook Con. S.D. No. 16.

Section 67, sub-section (5) of the new School Act permits a trustee to receive remuneration from the board for van-driving, at the ordinary current rate, to an amount not in excess of the amount payable by the trustee for school taxes then owing by him.

3. We, the delegates of the Consolidated School Section of the School Trustees' Association, in convention assembled, recommend that the part of the *School Act* referring to Consolidated Schools be amended so as to make it permissible for trustees of Consolidated school districts to receive some little remuneration for actual out-of-pocket expenses in attending meetings of the board.

Chinook Con. S.D. No. 16.

Section 67 permits a trustee to receive reasonable allowances for travelling expenses and subsistence, when engaged away from his place of residence on business of the board, authorized by a resolution of the board.

4. RESOLVED that Section 7 (a) of the *School Grants Act* have the following added thereto: "Provided however that upon the recommendation of the inspector of a district whose senior room has not maintained an average attendance of fifteen in grades above the eighth for any term may be paid a grant, the amount of which shall bear the same ratio to the amount which would have been paid had the said average been maintained as the actual average attendance for the term bears to fifteen."

Hastings Coulee Con. S.D. No. 64

It is the practice of the Department to pay grants on the basis suggested in the resolution.

URBAN SECTION

1. RESOLVED that the Provincial Government be asked to equalize taxation for the purpose of high schools, particularly in village districts.
2. WHEREAS the carrying costs of secondary education are becoming intolerable in the towns and cities of Alberta; and

WHEREAS the failure of "the high school policy" as laid down in the *School Act* has been increasingly apparent; and

WHEREAS the Department of Education has failed to meet the emergency which the towns and cities find is crippling them irreparably in a financial sense;

THEREFORE this Convention approves of the following:

- (a) That the Department of Education be asked to proceed at once with the construction of suitable high school buildings in certain selected centres throughout the province, such buildings to be of sufficient size, equipment and otherwise to meet the requirements of secondary education, including not only the academic subjects but also technical training,

a commercial and manual training course; and

(b) That the cost of such buildings be borne to the extent of a full one-half by the Department of Education, the balance to be borne on equitable terms between the urban centres so selected and the rural municipal districts or parts thereof adjacent to and included in the territory tributary to such urban centres; and

(c) That grants for the maintenance of such high schools be based on liberal terms, taking into account the attendance, facilities provided, the qualifications of the teaching staff, the recommendations of the high school inspectors and such other features as may commend themselves to the educational authorities; and

(d) That general taxation for the support of such high schools be distributed on equitable terms within the urban and over the rural districts affected; and

(e) That such general taxation be in the hands of the municipal authorities, urban and rural; and

(f) That in case any urban centre so selected, as above mentioned, has already adequate facilities for secondary education as noted, the Department of Education reimburse such centre for its outlay on reasonable terms, after due inquiry; and

(g) That a copy of this resolution be sent to all the members of the Provincial Government, the members of the Legislative Assembly, the Chief Inspector of Schools, the Chief Supervisor of Schools, the Deputy Minister of Education, the Executive of the Alberta Teachers' Alliance, and the officials presently residing in Alberta, of the Canadian Teachers' Federation.

The adequate provisions for high school education, and the equitable division of the costs constitute one of the most pressing educational problems confronting the people of Alberta. The careful study which the Department has given to this subject has led to the conviction that this problem can be satisfactorily solved only by the creation of larger units of administration and taxation. The Government has already shown its readiness to proceed in this direction as soon as there is sufficient public support to warrant it.

3. WHEREAS many of the students in our high schools are not adapted to academic studies and as a consequence are a burden upon the school system, an expense to the school board and a handicap to the teachers and the room; and

WHEREAS many of the students leave school before completing Grade XI with no vocational training;

THEREFORE BE IT RESOLVED that the Department of Education be requested to continue their efforts to have vocational training such as Domestic Science and Manual Training taught to a much greater extent than at present and that the curricula be gradually changed to allow credits for these vocational subjects for Normal Entrance and University

Matriculation and if necessary to reduce the subject matter in some of the academic subjects.

The value of vocational training is fully recognized and the Department will do all it can for its encouragement.

THE HEALTH OF THE SCHOOL CHILD

Throughout the Province of Alberta thousands of little boys and girls have only recently left the sheltered atmosphere of the home to start out on the great adventure of school life. These boys and girls have now entered a field that will become increasingly competitive as the years go on. The thoughtful observer will be impressed with the possibilities that lie before this great little army. We have been educated to believe that manhood and womanhood are the state's greatest actual assets and that boyhood and girlhood are the state's greatest potential assets. President Hoover has said that our children are the army with which we march to progress. However, the converse of this statement is also true and our children may become the army with which we march to national chaos. Every individual who is deficient in body, mind or morals is a liability to the state. The Province of Alberta is feeling the provision for such individuals an ever-increasing burden as it grows older. What of the future? Will the provision for our physical, mental and moral deficiencies become a burden so great as to cripple the state?

The home, the school, the municipality and the state each have a responsibility towards the child in school. The progress of that child will depend upon the manner in which each responsible body discharges its duty. If any one should fail then the child must suffer.

School and community health is more a question of education and prevention than of treatment. The child should be taught to think health. Fear-thought of disease should give place to forethought in prevention.

Certain diseases are preventable. No child should start to school before he has been vaccinated against smallpox and immunized against diphtheria. Typhoid fever and scarlet fever are also preventable where parents are willing to co-operate with physicians and health authorities in the prevention of these diseases.

Every school child should have a complete examination at least once a year. Such examinations may reveal early eye strain before the eyes are damaged permanently.

Carious teeth and septic tonsils are discovered before the discharges from them have poisoned the whole system. Early tuberculosis is detected while there is still a good chance for successful treatment.

The physician and the teacher should always be on the alert to discover the correct postural defects.

No discussion on child hygiene would be complete without reference to the subject of nutrition. Malnutrition is not so much a matter of insufficient

food as of improper food. Malnutrition is not uncommon in the children of those in comfortable circumstances where the child's tastes are pampered and the diet is restricted. A proper balance of the three fundamental food principles—carbohydrate, fat and protein is usually provided on the average table where plenty of vegetables, some fruit and a moderate amount of meat are served.

It is not only in the physical that the principles of disease prevention may be applied but also in the mental life of the child. To illustrate let us consider one type of mental disease, that known to the psychiatrist as *dementia praecox* or *schizophrenia*. This type constitutes some thirty per cent of the admissions to most mental hospitals. To the trained observer the early signs of this disease are rather obvious.

During the early years of the child's school life he is usually quite studious and among the leaders of the class. As the years progress he becomes less attentive and there is a lack of interest in his work. As a rule the child is introspective, not fond of games and has a tendency to avoid meeting the various problems of life as they arise. He substitutes dream accomplishment for actual accomplishment and before long he is quite satisfied to accept an imaginary solution of a problem for the solution itself. Girls are more subject to this form of malady than boys. When in later years the individual is called upon to meet some crisis such as child-birth or the death of a loved one there is marked inadequacy and usually collapse results.

The careful co-operation of the parent, teacher and physician may prevent such collapse. The child must be carefully directed. Action must be substituted for dreams. Work and play that require physical effort are among the sanifying influences we have at our disposal. The nervous child needs the sympathetic guidance of the home and school. Hysteria and morbid fear will often disappear under the careful direction of the intelligent parent and teacher.

To summarize—some of the more important health rules for children are:—

1. Be protected against preventable diseases.
2. Have a periodic health examination at least once a year.
3. Have plenty of out-of-door exercise and competitive play.
4. Sleep long hours in a well ventilated room.
5. Have a bath at least once a week.
6. Brush the teeth night and morning.
7. Eat some fruit and vegetables every day.
8. Include safe milk in your diet.
9. Endeavour to have any defect corrected as soon as it is discovered.

If our boys and girls are so reared that they possess a sound, clean mind and a healthy body we need have no fear for the future of Alberta. All bogies, economic and social, will fade away when confronted by a body of citizens sound in body and in mind.

—Department of Public Health.

The language of the true is always simple.—Euripides.

ADJUSTING THE SCHOOL TO THE CHILD

The supreme purpose of education in all its varied phases is not so much to preserve the best of our intellectual inheritance, or even to fill the minds of youth with a mass of information, however valuable this may prove to be in maturer years, as it is to discover and develop the talents and abilities of the children, that they may educate themselves and be able to adjust themselves to the social order.

There is no education that is not self-education. A person cannot get education in a school any more than he can get religion in a church or culture in the best society. There can be mass production of material products in a factory, but mass production does not apply to educational institutions. The teacher must study the child and teach him not lessons, subjects nor even books. The acquisition of information plays a small part in the process.

The State can provide well trained teachers, palatial school buildings and elaborate equipment, but somebody must study the child that he may become interested, acquisitive, and active, to grow physically, mentally, morally and spiritually. It is the task and privilege of parents and teachers, by example and precept, to inspire and stimulate this active co-operation on the part of the pupils, and in their own lives set before them the highest ideals in character and service. We cannot alter the hereditary traits the child brings with him to the school. If an educationist could, by some mysterious process, impart special talents to an unpromising pupil, his secret would shortly make him a millionaire. The pupils must be taken just as they are and the environment of home, community and school so adjusted to meet their needs as to bring out their greatest potentialities and help them realize their best possible selves.

The fact that so large a percentage of the pupils attending secondary schools drop out at the end of the first and second years would indicate that these institutions are not meeting their needs. Country parents continue to send their children to Continuation Schools and High Schools where the course of training is designed to prepare them for the Normal Entrance and Matriculation, and then when the boys and girls wish to capitalize on their Matriculation standing and proceed to the University their parents frequently hold the schools responsible for educating them away from the farm. If these young folk choose to remain in the country, and if the parents of these children want them to remain in the country, why not provide a course of training that would help them to live prosperous and happy lives in the country? In other words, why not adjust the school to the needs of the child rather than adjust the child to the mould of the school?

It is obvious in this age of changing social order and the development of world-wide contacts, that our youth should not cease to learn when they leave school. Even though the compulsory school attendance age be raised to sixteen, our schools fail in a large measure if they do not inspire young people to be learners in the great School of Life until the curtain drops. Should provision not be made whereby these young people could

continue to educate themselves? One naturally thinks of the Folk High Schools of Denmark where young people from eighteen to twenty-five years of age attend institutions for six months of the year of their own accord simply to receive a cultural education. There are no diplomas, certificates, or even examinations. Libraries constitute an important feature of these institutions, and inspirational addresses are delivered by experts in History, Science, Literature and World Relations. These young people are not the children of millionaires but simply average Danish citizens who are ambitious for a cultural training that will better prepare them to enjoy prosperity and happiness of life.

We have no such High Schools in Canada and it is a question whether the youth of Canada could be prevailed on to enroll themselves in such if we had. The utilitarian view of education prevails on this Western Hemisphere. We could, however, extend the library facilities enjoyed by cities and towns to rural areas today, whereby young people and all adults could continue to educate themselves. They should acquire the ability and habit to read as widely as possible in the great storehouse of English literature.

The time to bring the right books to the right people is when these children are enrolled in the Elementary Schools. Herein lies an opportunity to adjust our educational system to the varying needs of the boys and girls so that in their earliest years they may learn to educate themselves. Educationists can never be satisfied with the product of the schools by trying to run all the children of all the people through the same mill at the same time. They are all different as the Creator intended them to be.

Canadian School Board Journal.

FINDS EDUCATION TOO HURRIED

Ambition to Get on Has Dangers, Prof. Brett Suggests.

Children Write Essays Knowing Nothing of Subjects, He Says

The spontaneous and irrepressible demand of people for education was an event probably more encouraging than anything else, declared Professor G. S. Brett, in speaking at the Teachers' Institute in the Duke of York School, Toronto, some time ago.

He felt that there was too much a tendency in this country for students to hurry through from one stage to another, especially in nearing university education. "One of the difficulties we encounter is of pupils who desire to get on to something great, large and world-wide, a difficulty increased by the giving of prizes," he said and criticized awards given for essays to boys and girls of the middle teens very often on subjects with which they were entirely incompetent to deal.

He told of a student who had come to the University who did not want to be bored with French or German. "You see, I'm going in for international affairs," the student had said. "Of course, in that case, you don't have to worry about education," commented Professor Brett sardonically. Another student who had visions of international work had been rather more willing to take the languages and he had actually won his goal.

"There is a tendency for students to think they should get away from grammar and should not

worry about the details of academic affairs. There is a tendency for education to submerge itself under a mere collection of facts and numbers," he said. After all the secret of education was the individual who knew something and had the capacity for imparting it.

Dr. Cyril Norwood, headmaster of Harrow, had seen the real problem in Canadian education—that of assimilation, of "taking in people who had not been successful in their own countries and who do not represent the strata of established tradition there."

Democratic Doctrine

For that reason the democratic doctrine of education was the only possible one in Canada, he said. While he approved of equality of opportunity the big problem was one of finding some relation between quality and quantity. "In Canada you cannot afford to omit the aristocracy of ability," he declared.

Speaking on the function of humor in life, Professor N. DeWitt declared it was a promoter of health and that the saying, "Laugh and grow fat" was a true one. Psychologically, human beings were kept level by the laughter of ridicule. A sense of humor in the temperament was like vitamins in the food, he claimed.

The Globe, Toronto.

STANDARDIZED SCHOOLING

"We complain that the younger generation is restless, that youth drinks, smokes, speeds and pets. Is it not possible that these bad habits are intimately connected with the fact that from earliest childhood their recreation has always been prescribed for them, has never been a genuine cultivation of their own natural interests? For we have never helped them to develop their own resources, never left them undisturbed long enough for their inner urges to break through the armor of purely external discipline in which we have encased them."

The foregoing sentence has been taken from an article in a recent issue of the *Atlantic Monthly*, one of a series of articles with which that magazine has been throwing bombshells into the complacency of life in its own country.

This particular article is attacking the sort of standardized education over which the United States has gone mad—"standardized schooling which we so ignorantly call education," says the writer, who goes on to quote from an authority who had told a collection of parents that it might be a good deal better for everyone concerned if some of the things that the High Schools insist on teaching the boy and girl were left for later life. Half in jest, but partly in earnest this educator—he was an official in a college—asked whether it might not be better to provide parks and wild-woods and playgrounds where children could play and vegetate and then send them to school when they grow up. Quoting from Browning, who pictures Pippa flinging open her window when her one holiday in the year came round and exclaiming:

*Oh, Day, if I spuander a wavelet of thee,
A mite of my twelve hours' treasure.*

The writer wonders if any American child

would thus greet the heavily regimented hours that have been worked out for him.

"As a nation," says the article, "we have become not only education-conscious, but education-mad. To be sure that no child of ours shall miss any chances, we have joined eagerly with educators, psychologists and other parents to develop a standardized program of living from which almost from birth to adulthood our children have no escape. At 15 months, about the time the average child walks alone, we find the child entering school life. Brought to school he is carefully examined for colds and charted for future study. Then with a group of his own age, he is put to play with toys which psychological tests have shown to be of the proper size, weight and interest for his tender muscles and awakening mind. Later he is fed a proper balanced meal, and put to bed for a definite period of rest and sleep. As he grows his toys are changed to suit his years; his day at the pre-school lengthens. This in essence is his life till he reaches school age.

"From that time even his Saturday falls more and more into the hands of boys' and girls' clubs, music teachers, dancing masters, and by the time he reaches his teens he is likely to be carrying an eight or nine-hour job practically six days a week. The three months of Summer are often given up to camps—more regimentation."

The writer of the article questions the reality of the statement that all this is done for the child's good, and wonders if pre-school and camp activities are not sometimes ways in which the mother can get rid of responsibility and retain a clear conscience. There are one or two rather sarcastic passages, one in which the writer remarks that the baby may more readily submit to the eating of spinach when he sees others similarly afflicted, but it seems as though there must be more important things for the two-year-old than learning to eat this excellent vegetable. One of the defects of so early plugging a child who ought to be playing with his toes and making discoveries on his own in peace and quiet, is to force him to the adjustments necessary when grouped with other children.

This, thinks the writer of the article, Maude Dutton Lynch, will mean a much earlier maturing of the child than is desirable, while what it may do to his nervous system, only time will tell. It may also, she thinks, result in mob thinking and so make it impossible for the child ever to become self-reliant and independent of outside stimulations and entertainment.

As Canadians are a bit apt to run after the things the value of which the wisest of their neighbors to the south are beginning to question, it may do no harm for us to think over the points of view expressed in the article from which we have taken these brief extracts.

The Mail and Empire—Toronto.

There is a sign on the King's Highway near Newmarket which says:

"This is a friendly town. Watch out for children."

A seaside resort which was visited during a vacation gave its admonition a humorous turn:

"Look out for children. Please run over them gently."

